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ABSTRACT

Designed for teachers of handicapped students, this resource guide provides five sections of information. The first two sections contain definitions and characteristics of different handicapping conditions: blindness, deafness, educable mentally retarded, emotionally handicapped, gifted, hearing impaired, learning disabled, multiply handicapped, neurologically handicapped, orthopedically handicapped, trainable mentally retarded, and visually impaired. The third section lists names and addresses of national agencies related to the education of handicapped students. The next section lists, by state, members of the Southeast Network for Curriculum Coordination, state organizations dealing with education for the handicapped. It describes for each organization the disability served and the types of services provided. The last section contains abstracts of curriculum materials organized by the different handicapping conditions. Abstracts are also provided on assessment, work experience, business and office, home economics, and trade and industry. Availability information is also provided with each abstract. (JH)

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OCT 8 1979

Southeast Network for Curriculum Coordination

Resources for
Teachers of the Handicapped
in Vocational Education

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INTRODUCTION

This publication was designed as an aid for teachers of the handicapped in vocational education. Its purpose is to provide the educator with abstracts of available materials, definitions of handicapping conditions, traits exhibited by handicapped students, and a listing of community agencies and resources. By using the information provided in this guide, the vocational teacher should be better able to ensure the handicapped student a free appropriate public education.

How to Use the Resource Guide

As a convenience for the user, this guide is composed of several sections: Definitions, Characteristics of Handicapping Conditions, Listing of Community Agencies and Resources, and Abstracts. The Abstracts section is further divided into several areas (Refer to table of contents). All users should review the first three sections, then review those areas of the Abstracts section that are of individual interest. By doing this, the information presented can be best utilized. Availability information for curriculum materials is included with each abstract.

Definitions

Blindness

The term "legally blind" is applied to persons whose vision in the better eye is 20/200 or less, or whose visual field extends to an angle no greater than 20 degrees. In other words, a legally blind person can see less (even with correction) at a distance of 20 feet than a person with normal vision can see at 200 feet, or has a field of vision that is limited to a narrow angle.

Deafness

An impairment of hearing so severe that the individual must rely on vision for communication.

Educable Mentally Retarded (EMR)

These are students who are classified as mildly mentally retarded. The approximate I.Q. range for this group is 55-69.

Emotionally Handicapped

The emotionally handicapped student exhibits persistent severe behavioral disabilities which disrupt the learning process.

Gifted

The gifted student exhibits intellectual superiority, creativity, and motivation in combination and of sufficient magnitude to set the child apart from the vast majority of his/her age-mates and makes it possible for him/her to contribute something of particular value to society.

Hearing Impaired (Hard-of-Hearing)

A person who is hard-of-hearing has a hearing loss but can differentiate enough sound to understand speech.

Learning Disabled

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Multiply Handicapped

A person, as a rule, is considered multiply handicapped if he/she has two or more body dysfunctions or impairments. These dysfunctions or impairments may be mental and/or physical.

Neurologically Impaired

Impairment resulting in a loss of function as a result of disease or damage or improper structure of the central nervous system.

Orthopedically Handicapped

This term is descriptive of crippled children disabled by non-central-nervous-system conditions such as polio, tuberculosis of the spine, fractures or burns.

Trainable Mentally Retarded (TMR)

A child whose I.Q. is generally between 30-55, who will always need adult supervision and/or who will never be self-sufficient and who may or may not be able to perform in some sheltered work as an adult.

Visually Impaired (Partially Sighted)

Partially sighted persons have corrected vision ranging from 20/70 to 20/200. These persons are not considered legally blind but still require some teaching aids.

CHARACTERISTICS TEACHERS SHOULD BE AWARE
OF AS THEY WORK WITH STUDENTS

The characteristics listed on the following pages are not absolute in diagnosing handicapping conditions. This is not their purpose. Their purpose is to aid the teacher in recognizing a possible problem. These characteristics may be indicative of a problem when they are repeatedly observed. It is important to remember, however, that many of these characteristics are also occasionally found in normal students.

EMOTIONAL HANDICAPS

Characteristics:

- Difficulty in forming interpersonal relationships
- Low frustration level
- Inappropriate behavior
- Short attention span due to stress
- Continually demands attention
- Regularly disrupts class
- Overly active/hyperactive
- Refuses to participate with peers in group situations
- Socially aggressive
- Overinhibited (shy, withdrawn, timid, seclusive, sensitive, over-dependent, submissive)
- Disorganized, unstable and unpredictable
- Distractible

HEALTH IMPAIRED

Characteristics:

- Often tired or frail
- Frequently absent due to health problems
- Excessively restless or overactive
- Excessively hungry and thirsty
- Subject to frequent colds
- Usually breathless after physical exertion
- Easily fatigued
- Complains of chest pains after physical exertion
- Extremely inattentive

Examples:

- Tuberculosis
- Rheumatic fever
- Hepatitis
- Diabetes
- Infectious mononucleosis
- Asthma
- Leukemia

HEARING IMPAIRED/DEAF

Characteristics:

- Seems inattentive consistently
- Fails to respond to questions
- Asks to have words/questions repeated
- Omits sounds from speech
- Social difficulties
- Leans forward when spoken to
- Displays repeated inability to hear in a group
- Has an unusually loud or weak voice
- Withdraws from the group
- Has poor articulation
- Has difficulty in locating sound direction
- Ignores, confuses or doesn't respond to directions
- Constantly daydreams
- Appears to be lazy or dull
- Complains of buzzing or ringing in the ears

INTELLECTUALLY GIFTED

Characteristics:

Above average psychomotor ability

Talent in visual and/or performing arts

Displays unusual leadership ability

Displays creative or productive thinking

Displays specific academic aptitude

Above average general intellectual ability

Bored and withdrawn behavior due to unchallenging situation(s)

LEARNING DISABILITIES

Characteristics:

- Poor self concept
- Difficulty with computational skills
- Difficulty with reading
- Difficulty in spoken and written language
- Wide discrepancies between ability levels and performance levels
- Frequently develop emotional problems
- Average or above average intelligence
- Performs inconsistently
- May have auditory perception problems
- May have visual perception problems
- Disorganized
- Impulsive
- Lack of perseverance
- Poor coordination
- Hyperactivity
- Attention disorders
- Emotional instability
- Slow to finish work
- Often loses place when reading
- Substitutes words which distort meaning ("when" for "where")
- Immature
- Misunderstands oral directions
- Has difficulty beginning or completing tasks

ORTHOPEDICALLY/PHYSICALLY HANDICAPPED

Characteristics:

Limited mobility
Social adjustment problems
Poor coordination
Walk slowly or with a limp
Move in a jerky or shaky fashion

Examples:

Traumatic conditions and amputations
Arthritis
Cerebral palsy
Poliomyelitis
Hemophilia
Infantile paralysis
Epilepsy
Spina bifida

SLOW LEARNERS/MENTALLY RETARDED

Characteristics:

Difficulty in attacking problems
Short attention span, lack of concentration
Slow in responding
Difficulty in verbalizing thoughts (limited vocabulary)
Narrow range of interests
Difficulty in making associations
Difficulty in making generalizations
Low frustration tolerance
Poor observation skills
Poor work habits
Below average motor skills
Below average academic functioning
Limited experiences
Tendency to set unrealistic goals
Need for immediate gratification
Poor retention
Need for a sense of trust
Dislike of school
Performs poorly on verbal and nonverbal intelligence tests

SPEECH IMPAIRED

Characteristics:

Speaks too fast or too slow

Speech pattern interferes with ability to function "normally"

Social adjustment problems

Lisps

Stutters

Difficulty in making sounds come out

Does not speak distinctly

Lacks sufficient volume to be heard or understood

Omits sounds from words

Adds to words

Distorts words

Substitutes one letter for another

VISUALLY IMPAIRED/BLIND

Characteristics:

Mobility problems

Awkward appearance/gait

Squints, holds objects near eyes

Overly sensitive to glare or bright light

Social adjustment problems

Difficulty in focusing on visual objects or stimuli

Writes erratically

Complains of dizziness, headaches, or nausea upon completion of
close eye work

Have crossed eyes

Blink frequently and may become irritable when doing close work

Rub their eyes excessively, frown and attempt to brush away blurs

COMMUNITY AGENCIES AND RESOURCES

NATIONAL AGENCIES

Abt Publications

55 Wheeler Street

Cambridge, Massachusetts 02138

Telephone: (617) 492-7100

Adventures in Movement for the Handicapped, Inc. (AIM)

945 Danbury Road

Dayton, Ohio 45420

Telephone: (513) 294-4611

Advocates for Children

29-28 - 41st Avenue, Room 508

Long Island City, New York 11101

Telephone: (212) 786-9100

American Alliance for Health, Physical Education and Recreation

1201 - 16th Street, N.W.

Washington, D.C. 20036

Telephone: (202) 833-5547

American Association of Colleges for Teacher Education

One Dupont Circle, Suite 610

Washington, D.C. 20036

Telephone: (202) 293-2450

American Association of School Administrators

1801 Moore Street

Arlington, Virginia 22209

Telephone: (703) 528-0700

American Association on Mental Deficiency

5101 Wisconsin Avenue

Washington, D.C. 20015

Telephone: (800) 424-3688

American Art Therapy Association, Inc.

Box 11504

Pittsburgh, Pennsylvania 15228

American Dance Therapy Association (ADTA)

Suite 230

2000 Century Plaza

Columbia, Maryland 21044

Telephone: (301) 997-4040

American Foundation for the Blind (AFB)

15 West 16th Street

New York, New York 10011

Telephone: (212) 620-2000

American Occupational Therapy Association

6000 Executive Boulevard

Rockville, Maryland 20852

Telephone: (301) 770-2200

American Physical Therapy Association

1156 - 15th Street, N.W.

Washington, D.C. 20005

Telephone: (202) 466-2070

American Printing House for the Blind (APH)

1839 Frankfort Avenue

P.O. Box 6085

Louisville, Kentucky 40206

Telephone: (502) 895-2405

American Psychological Association

1200 - 17th Street, N.W.

Washington, D.C. 20036

Telephone: (202) 833-7600

American Red Cross

17th and "D" Streets, N.W.

Washington, D.C. 20006

Telephone: (202) 737-8300

American School Health Association

P.O. Box 708

Kent, Ohio 44240

Telephone: (216) 678-1601

Appalachia Educational Laboratory

P.O. Box 1348

Charleston, West Virginia 25325

Telephone: (304) 344-8371

Architectural and Transportation Barriers Compliance Board

330 "C" Street, S.W.

Room 1010

Washington, D.C. 20201

Telephone: (202) 472-3237

Architectural Barrier Removal Information Center

East Central University

Ada, Oklahoma 74820

Telephone: (405) 332-8000 Ext. 470

Association for Children with Learning Disabilities (ACLD)

4156 Library Road

Pittsburgh, Pennsylvania 19234

Telephone: (412) 341-1515

Association for Education of the Visually Handicapped (AEVH)
919 Walnut Street
Philadelphia, Pennsylvania 19107

Capitol Publications, Inc.
2430 Pennsylvania Avenue, N.W., Suite G-12
Washington, D.C. 20037
Telephone: (202) 452-1600

CEMREL, Inc.
3120 - 59th Street
St. Louis, Missouri 63139
Telephone: (314) 781-2900

Center for Community Education and Citizen Participation
522 North Salsipuedes Street
Santa Barbara, California 93103
Telephone: (805) 963-8654

Center for Educational Innovation, Inc.
SKILTRAC Project
890 Oakland Park, Second Floor
Columbus, Ohio 43224
Telephone: (614) 261-8541

Center for Innovation in Teaching the Handicapped
School of Education, Indiana University
2805 East Tenth Street
Bloomington, Indiana 47401
Telephone: (812) 337-5847

Center for Law and Education, Inc.
6 Appian Way
Cambridge, Massachusetts 02138
Telephone: (617) 495-4666

Children's Brain Research Clinic
2525 Belmont Road, N.W.
Washington, D.C. 20008

Clearinghouse on the Handicapped
Office for Handicapped Individuals
HEW
Hubert H. Humphrey Building, Room 338D
Washington, D.C. 20201
Telephone: (202) 245-1961

Closer Look
National Information Center for the Handicapped (NICH)
P.O. Box 1492
Washington, D.C. 20013
Telephone: (202) 833-4160

Conference of Executives of American Schools for the Deaf (CEASD)

5034 Wisconsin Avenue, N.W.

Washington, D.C. 20016

Telephone: (202) 363-1327

Council for Exceptional Children (CEC)

1920 Association Drive

Reston, Virginia 22091

Telephone: (703) 620-3660

Council of Educational Facility Planners, International

29 W. Woodruff

Ohio State University

Columbus, Ohio 43210

Telephone: (614) 422-1521

Council of Great City Schools

1707 "H" Street, N.W.

Washington, D.C. 20006

Telephone: (202) 298-8707

Council of State Administrators of Vocational Rehabilitation

1522 "K" Street, N.W.

Suite 1110

Washington, D.C. 20007

Telephone: (202) 659-9383

Day Care and Child Development Council of America, Inc.

805 - 15th Street, N.W., Suite 520

Washington, D.C. 20005

Telephone: (202) 638-2316

Deafness Research Foundation (DRF)

366 Madison Avenue

New York, New York 10017

Telephone: (212) 532-8830

Developmental Disabilities Advocacy Network, Inc.

1611 - 1613 City Towers

301 Chestnut Street

Harrisburg, Pennsylvania 17101

Telephone: (717) 238-0474

Educational Facilities Laboratories

850 Third Avenue

New York, New York 10022

Telephone: (212) 751-6214

Educational Testing Service

Institute of Research in Human Development

Rosedale Road

Princeton, New Jersey 08540

Telephone: (609) 921-9000

Epilepsy Foundation of America

1828 "L" Street, N.W.

Suite 406

Washington, D.C. 20036

Telephone: (202) 293-2930

ERIC Clearinghouse on Handicapped and Gifted Children

1920 Association Drive

Reston, Virginia 22091

Telephone: (800) 366-3728

Facilitative Environments Encouraging Development

Institute for Child Study

10th and By-pass 46

Bloomington, Indiana 47401

Telephone: (812) 337-8455

Federation of Children with Special Needs

120 Boylston Street, Suite 338

Boston, Massachusetts 02116

Telephone: (617) 482-2915

Foundation for Children with Learning Disabilities

355 Lexington Avenue

New York, New York 10017

Hearing Education Through Auditory Research Foundation (HEAR)

301 E. Del Mar Boulevard

Pasadena, California 91101

Telephone: (213) 681-4641

High/Scope Educational Research Foundation

600 N. River Street

Ypsilanti, Michigan 48197

Telephone: (313) 485-2000

Home and School Institute

Trinity College

Washington, D.C. 20017

Telephone: (202) 269-2371

Human Development Training Institute

7574 University Avenue

La Mesa, California 92041

Telephone: (800) 854-2166

Human Resources Center (HRC)

Albertson, Long Island

New York 11507

Telephone: (516) 747-5400

ICD Rehabilitation and Research Center

340 E. 24th Street

New York, New York 10010

Telephone: (212) 679-0100

Institute for Educational Leadership

George Washington University

1001 Connecticut Avenue, N.W., Suite 310

Washington, D.C. 20036

Telephone: (202) 833-1737

Institute for Research on Teaching

College of Education

252 Erickson Hall

Michigan State University

East Lansing, Michigan 48824

Telephone: (517) 353-6413

Leadership Training Institute/Special Education

253 Burton Hall

University of Minnesota

Minneapolis, Minnesota 55455

Telephone: (612) 373-4854

Mainstream, Inc.

1200 - 15th Street, N.W.

Washington, D.C. 20005

Telephone: (800) 424-8089

Menninger Foundation

3617 West 6th Street

Topeka, Kansas 66601

Telephone: (913) 234-9566

Merrimack Education Center

101 Mill Road

Chelmsford, Massachusetts 01824

Telephone: (617) 256-3985

National Art Education Association

1201 - 16th Street, N.W.

Washington, D.C. 20036

National Association for Down's Syndrome (NADS)

282 W. Fullerton

Addison, Illinois 60101

Telephone: (312) 543-6060

National Association for Hearing and Speech Action

814 Thayer Avenue

Silver Springs, Maryland 20910

Telephone: (301) 588-5242

National Association for Mental Health (NAMH)

1800 N. Kent Street

Rosslyn, Virginia 22209

Telephone: (703) 528-6405

National Association for Music Therapy, Inc. (NAMT)

P.O. Box 610

Lawrence, Kansas 66044

Telephone: (913) 842-1909

National Association for Retarded Children (NARC)

2709 Avenue E. East

Arlington, Texas 76011

Telephone: (817) 261-4961

National Association for Visually Handicapped (NAVH)

3201 Balboa Street

San Francisco, California 94121

National Association of Coordinators of State Programs for
the Mentally Retarded

2001 Jefferson Davis Hwy., Suite 802

Arlington, Virginia 22202

Telephone: (703) 920-0700

National Association of the Deaf (NAD)

814 Thayer Avenue

Silver Spring, Maryland 20910

Telephone: (301) 587-1788

National Association of the Physically Handicapped (NAPH)

6473 Grandville

Detroit, Michigan 48228

Telephone: (313) 271-0160

National Association of State Mental Health Program

Directors (NASMHPD)

1001 Third Street, S.W., Suite 115

Washington, D.C. 20024

Telephone: (202) 638-2383

National Audio-Visual Association

3150 Spring Street

Fairfax, Virginia 22030

Telephone: (703) 273-7200

National Center for a Barrier Free Environment

Seventh and Florida, N.E.

Washington, D.C. 20002

Telephone: (202) 544-7333

Y

National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

L

National Committee, Arts for the Handicapped
Suite 801
1701 "K" Street, N.W.
Washington, D.C. 20006
Telephone: (202) 223-8007

National Congress of Organizations of the Physically
Handicapped (COPH)
7611 Oakland Avenue
Minneapolis, Minnesota 55423
Telephone: (612) 861-2162

National Diffusion Network
Division of Educational Replication
United States Office of Education
ROB 3, Room 3616
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Telephone: (202) 245-2257

National Foundation for the Handicapped and Disabled (NFHD)

1643 W. Ogden Avenue

Chicago, Illinois 60612

Telephone: (312) 243-3742

National Organization on Legal Problems of Education

5401 S.W. Seventh

Topeka, Kansas 66606

Telephone: (913) 273-3550

National Rehabilitation Association (NRA)

1522 "K" Street, N.W.

Washington, D.C. 20005

Telephone: (202) 659-2430

National Rehabilitation Information Center

P.O. Box 136

The Catholic University of America

Washington, D.C. 20064

National School Public Relations Association

1801 N. Moore Street

Arlington, Virginia 22209

Telephone: (703) 528-5840

National School Volunteer Program, Inc.

300 North Washington Street

Alexandria, Virginia 22314

Telephone: (703) 836-4880

National Science Teachers Association

1742 Connecticut Avenue, N.W.

Washington, D.C. 20009

Telephone: (202) 265-4150

National Technical Institute for the Deaf

Rochester Institute of Technology

1 Lomb Memorial Drive

Rochester, New York 14623

President's Committee on Employment of the Handicapped (PCEH)

111 Twentieth Street, N.W.

Washington, D.C. 20210

Telephone: (202) 653-5059

Regional Rehabilitation Research Institute on Attitudinal,

Legal and Leisure Barriers (RRRI-ALLB)

George Washington University

1828 "L" Street, N.W.

Suite 704

Washington, D.C.

Research for Better Schools

1700 Market Street

Philadelphia, Pennsylvania 19103

Telephone: (215) 561-4100

Smithsonian Science Information Exchange

1730 "M" Street, N.W., Room 300

Washington, D.C. 20036

Telephone: (202) 381-4211

The Network

National Learning Disabilities Assistance Project

290 South Main Street

Andover, Massachusetts 01810

Telephone: (800) 225-0686

Vocational Research Institute

1624 Locust Street

Philadelphia, Pennsylvania 19103

Telephone: (215) 893-5900

Wisconsin Research and Development Center for Individualized Schooling

University of Wisconsin

1025 W. Johnson Street

Madison, Wisconsin 53706

Telephone: (608) 263-4200

SOUTHEAST REGIONAL AGENCIES AND RESOURCES

ALABAMA

ALABAMA	ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS			
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
	ALABAMA COUNCIL ON EPILEPSY 712 Massey Building Birmingham, AL 35203 (205) 324-0111 Project Director			X				X	X		X																		X	X	Provides workshops and talks on epilepsy and its psychosocial aspects. Jefferson County and central Alabama.
	AL DEPARTMENT OF EDUCATION Exceptional Children & Youth Montgomery, AL 36104 (205) 832-3230	X	X	X	X	X																									
	AL DEPT. OF INDUSTRIAL RELATIONS Industrial Relations Building Montgomery, AL 36230 (205) 832-3626	X	X	X	X	X		X						X	X	X															
	AL REGIONAL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED 525 North Court Street Talladega, AL 35160 (205) 362-7934 or 362-1790 Librarian	X		X			X										X														
	AL REGISTRY OF INTERPRETERS FOR THE DEAF Harvey Williams, Coordinator 1608 13th Avenue, S. #201 Birmingham, AL 35205		X					X								X															
	AL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, INC. 2125 E. South Boulevard P. O. Box 6130 Montgomery, AL 36106 (205) 288-0240	X	X	X	X				X		X	X	X	X	X	X			X	X	X	X	X	X	X		X				

ALABAMA

ALABAMA

ALABAMA

ALABAMA	ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
	UNITED CEREBRAL PALSY OF GADSDEN AND NORTHEAST ALABAMA, INC. Sixth Street South East Gadsden, AL 35903 (205) 547-3830			X					X						X				X			X	X	X	X						Northeast Alabama.
	UNITED CEREBRAL PALSY OF MOBILE, INC. 1874 Pleasant Avenue P. O. Box 7008 Mobile, AL 36607 (205) 479-1234			X																X			X	X							Works with community agencies so that total services, including appropriate educational placement, can be provided for individuals. Southwest corner.
	UNITED WAY INFORMATION AND REFERRAL SERVICE Volunteer Bureau of Greater Birmingham, Inc. 3600 8th Ave. S., Suite 504 Birmingham, AL 35222 (205) 322-2222 or 323-1506						X																								Answers inquiries in most categories listed; publishes <u>Community resources directory</u> . Greater Birmingham area.

DISTRICT IV RESOURCES DIRECTORY: EDUCATIONAL, SOCIAL, AND HEALTH SERVICES

n.d. 190 p. Free.

Health Systems Agency
P. O. Box 264
Gadsden, AL 35902

(205) 543-9451

Lists mental health, education, and other agencies; does not focus on disability-related services. Covers 11 counties in northeast Alabama, from Tallapoosa north to DeKalb.

RESOURCES FOR HUMAN SERVICES IN ALABAMA: A DIRECTORY OF PUBLIC AND PRIVATE AGENCIES SERVING PEOPLE

1974 (To be revised soon). 80 p. \$.50.

Alabama Department of Mental Health
502 Washington Avenue
Montgomery, AL 36104

Attn: Director of Information (205) 265-2301

Covers organizations providing statewide, regional, and local services in areas such as counseling, employment, health, rehabilitation. Includes some disability-related organizations.

FLORIDA

FLORIDA	ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS		
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./interview to guidance staff
	CYSTIC FIBROSIS FOUNDATION South Florida Office 1330 Coral Way, Suite 200 Miami, FL 33145 (305) 854-0741 Executive Director or Assistant					X	X			X	X		X			X	X						X	X			X			Makes referrals to appropriate services. 15 southern Florida counties.
	EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS OF FLORIDA, INC. Route 1, Box 350 Sorrento, FL 32776 (904) 383-6186 Executive Director	X	X	X	X	X			X	X		X	X	X		X			X	X	X	X	X	X	X	X	X			Direct services provided by local units. Contact state office for locations.
	FLORIDA BUREAU OF BLIND SERVICES (State VR) Department of Education 1309 Winewood Boulevard Tallahassee, FL 32301 (904) 791-2011	X																												
	FLORIDA DEPARTMENT OF COMMERCE Collins Building, Suite 510 Tallahassee, FL 32304 (904) 488-3104	X	X	X	X	X		X						X	X	X														State Employment Security agency. Trained staff in local offices serve disabled clients.
	FLORIDA DEPARTMENT OF EDUCATION Bureau of Education for Exceptional Students Tallahassee, FL 32304 (904) 488-1570, 488-3205	X	X	X	X	X																								
	FLORIDA DIVISION OF VOCATIONAL REHABILITATION Department of Health & Rehabilitative Services 1309 Winewood Boulevard Tallahassee, FL 32301 (904) 488-5493		X	X	X	X																								

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FLORIDA

FLORIDA	ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult/inservice to guidance staff	Consult/inservice to teachers
	FLORIDA EPILEPSY FOUNDATION 226 West Pensacola Street Tallahassee, FL 32301 (904) 224-7561 Executive Director			X		X																									Advocacy. Direct services offered by local chapters - contact state office for locations.
	FLORIDA REGIONAL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED P. O. Box 2299 Daytona Beach, FL 32015 (904) 252-7616 (800) 342-5627 Field Services Librarian	X		X		X		X									X								X	X			X	X	Offers referrals to Florida Office of Blind Services.
	FLORIDA REGISTRY OF INTERPRETERS FOR THE DEAF Betty Edwards, President 1010 South Hercules Avenue Clearwater, FL 33516 (813) 446-8290 TTY/Voice		X				X									X															
	MUSCULAR DYSTROPHY ASSOCIATION 2203 Art Museum Dr., Suite 180 Jacksonville, FL 32207 (904) 398-4550 Patient Service Coordinator			X				X										X				X	X		X		X				Northeast Florida.
	PENSACOLA PEN WHEELS, INC. 2520 Brooklyn Street Pensacola, FL 32504 See also Comments.			X				X													X			X							Can also contact: Ms. Pat Dunn Specialty Care Center 1101 W. Moreno Street Pensacola, FL 32501 Main goal is removal of architectural barriers. Northwest Florida.
	UNITED CEREBRAL PALSY OF FLORIDA 309 Office Plaza, Suite 101 Tallahassee, FL 32301 (904) 878-2141			X		X			X												X				X		X	X			Direct services provided by local affiliates; contact state office for locations.

FLORIDA

FLORIDA	ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
	UNITED WAY 955 Southwest Second Avenue Miami, FL 33130 (305) 854-8311	X	X	X	X	X	X																								Operates a computerized information and referral network throughout Dade and Monroe counties.
	WHEELCHAIR AWARENESS, INC. National Paraplegia Foundation P. O. Box 6171 Clearwater, FL 33518 President			X			X		X	X									X						X						Tampa Bay area.

DIRECTORY OF RESOURCES FOR THE DEVELOPMENTALLY DISABLED

1977 (Forthcoming). Free.

Florida Developmental Disabilities
Planning Council

1311 Winewood Boulevard, Building 5
Tallahassee, FL 32301

(904) 488-1552

Lists counseling, vocational evaluation and training, special education, speech and hearing, and related facilities in Florida. Also includes administrators and directors of Bureau of Education for Exceptional Students in every county.

GUIDE TO THE EPILEPSIES

n.d. 52 p. \$3.50.

Florida Epilepsy Foundation
226 West Pensacola Street
Tallahassee, FL 32301

(904) 224-7561

Provides information on epilepsy - its medical, educational, vocational, and legal aspects. Also lists relevant resources in Florida, e.g., local epilepsy chapters, legal assistance, medical facilities.

GEORGIA

ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																						COMMENTS	
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./in-service to guidance staff		Consult./in-service to teachers
GEORGIA																														
AID 630 Ellis Street Augusta, GA 30902 (404) 722-0466					X																									Referrals made in all categories listed; issues <u>Guide to community resources</u> . Richmond and Columbia counties.
AMERICAN DIABETES ASSOCIATION Georgia Affiliate 1447 Peachtree Street, N. E. Atlanta, GA 30309 (404) 881-1963				X	X					X	X					X		X						X			X			
EPILEPSY FOUNDATION OF AMERICA Suite 146 1600 Tully Circle, N. E. Atlanta, GA 30329 (404) 325-3380 Social Services Coordinator			X				X	X	X	X	X	X	X			X									X		X	X		
GA DEPARTMENT OF EDUCATION Div. of Early Childhood & Special Education Special Education Program Atlanta, GA 30334 (404) 656-2425	X	X	X	X	X																									Includes State Learning Resources System which offers information, consultation, and instructional materials.
GA DIVISION OF VOCATIONAL REHABILITATION 47 Trinity Avenue Atlanta, GA 30334 (404) 656-2621	X	X	X	X	X																									

GEORGIA

ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS			
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
GA EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS 1211 Spring Street, N. W. Atlanta, GA 30309 (404) 873-1391 Program Director		X	X	X	X		X		X	X	X	X	X	X				X	X	X		X	X	X						
GA EMPLOYMENT SECURITY AGENCY 290 State Labor Building Atlanta, GA 30334 (404) 656-3014	X	X	X	X	X	X							X	X	X															Has Supervisor of Services to Handicapped; local offices have liaison relationship with local VR offices.
GA REGISTRY OF INTERPRETERS FOR THE DEAF 250 Georgia Avenue, S. E. Room 211 Atlanta, GA 30312		X				X									X															
LIBRARY FOR THE BLIND & PHYSICALLY HANDICAPPED State Department of Education 1050 Murphy Avenue, S. W. Atlanta, GA 30310 (404) 656-2465 Textbook Consultant	X		X			X									X	X														
MUSCULAR DYSTROPHY ASSOCIATION 2720 Sheraton Dr., Suite 150 Macon, GA 31204 (912) 743-5108 Patient Service Coordinator			X			X											X	X	X		X	X	X		X					South and central GA.

GEORGIA

ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																						COMMENTS			
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
MUSCULAR DYSTROPHY ASSOCIATION Atlanta Area Chapter Suite 105 1680 Tully Circle, N. E. Atlanta, GA 30329 (404) 633-5151 Patient Service Coordinator			X				X	X		X								X				X	X		X					Metropolitan Atlanta area, north GA.
MUSCULAR DYSTROPHY ASSOCIATION Piedmont East, Suite 322 37 Villa Road Greenville, SC 29607 (803) 233-6331			X				X	X										X	X	X	X	X		X		X				Central Savannah River Region.
TIE-LINE Office of Consumer Affairs 618 Ponce de Leon, N. E. Atlanta, GA 30308 (800) 282-4900 (404) 656-7000 (Metro Atlanta) Information & Referral Staff	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

GEORGIA

DIRECTORY OF HUMAN SERVICES

1977 (Forthcoming). Approximately \$1.00.

United Way of Savannah-Chatham
County, Inc.

P. O. Box 9119
Savannah, GA 31402

Attn: Public Relations Director

Lists services in the Savannah-Chatham County area.
Not directed towards disability-related services
but does include some, e.g., specialized health
agencies, speech and hearing center, state schools
for blind and for deaf children.

HANDBOOK: RESOURCES FOR THE HANDICAPPED -- GREATER COLUMBUS AREA

1974. 253 p. \$2.50.

Goodwill Industries, Inc.
5824 Whitesville Road
Columbus, GA 31904

Attn: Public Relations
Department (404) 324-4366

Lists and describes numerous programs and services for
persons with all types of disabilities. Speech and hearing,
medical, vocational training, counseling are among the
services covered. Also lists relevant organizations out-
side the Greater Columbus area. Since this directory is
3 years old, some changes have undoubtedly occurred in the
programs and services included, but it still may be a use-
ful listing of disability-related resources.

KENTUCKY

KENTUCKY	ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS			
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./interview to guidance staff	Consult./interview to teachers
	CYSTIC FIBROSIS FOUNDATION Greater Cincinnati Chapter 2330 Victory Parkway Cincinnati, OH 45206 (513) 221-8058					X	X																								Beginning to develop patient services. Boone, Campbell, & Kenton counties in KY.
	KENTUCKY BUREAU OF REHABILITATIVE SERVICES Capital Plaza Office Tower Frankfort, KY 40601 (502) 564-4440	X	X	X	X	X																									
	KY DEPARTMENT FOR HUMAN RESOURCES (State Employment Security agency) Room 237 - Capitol Annex Frankfort, KY 40601 (502) 564-7130	X	X	X	X	X		X					X	X	X																In each local office there is staff (usually a counselor) designated to work with handicapped clients.
	KENTUCKY DEPARTMENT OF EDUCATION Bureau of Education for Exceptional Children West Frankfort Complex U. S. 127 South Frankfort, KY 40601 (502) 564-4970	X	X	X	X	X																									
	KENTUCKY EPILEPSY FOUNDATION 845 Lane Allen Road, Suite 14 Lexington, KY 40504 (606) 278-5472				X			X	X		X	X															X		X	X	
	KENTUCKY REGIONAL LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED Box 818 Frankfort, KY 40601 (502) 564-5532 (800) 372-2968 (In state only)	X		X				X								X	X	X													

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KENTUCKY

KENTUCKY	ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																		COMMENTS						
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy		Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
	KENTUCKY REGISTRY OF INTERPRETERS FOR THE DEAF Edward F. Peltier, President P. O. Box 27 Danville, KY 40422 (606) 236-6040 TTY/Voice	X					X									X															
	MUSCULAR DYSTROPHY ASSOCIATION, INC. Kentucky Chapter Starks Building, #1163 455 River City Mall Louisville, KY 40202 (502) 583-8823 Patient Service Coordinator		X					X										X				X	X		X		X				Offers genetic counseling. Kentucky, except southwestern corner.
	SPINA BIFIDA ASSOCIATION OF CINCINNATI, INC. P. O. Box 38403 Cincinnati, OH 45238 (513) 931-5488, 922-8880		X			X			X	X	X								X		X	X			X	X	X				Also urinary disorders. Interested in beginning services for teenagers. Northern Kentucky.
	UNITED CEREBRAL PALSY OF KENTUCKY Radio Building - Room 202 307 West Main Street Frankfort, KY 40601 (502) 875-3693		X			X														X	X		X						X		

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MISSISSIPPI

MISSISSIPPI	ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																		COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
	MISSISSIPPI LIBRARY COMMISSION Service for the Handicapped P. O. Box 3260 Jackson, MS 39207 (601) 354-7208 Head/Asst. Head Librarian	X		X	X	X		X									X														Loans record and cassette equipment.
	MISSISSIPPI REGISTRY OF INTERPRETERS FOR THE DEAF Margaret Collier, Acting Pres. 1525 Lyncrest Jackson, MS 39202 (601) 355-3222		X				X									X															
	MS VOCATIONAL REHABILITATION DIV. 550 High Street Walter Sillers Building P. O. Box 1698 Jackson, MS 39205 (601) 354-6825		X	X	X	X																									
	MISSISSIPPI VOCATIONAL REHABILITATION FOR THE BLIND P. O. Box 4872 Jackson, MS 39216 (601) 354-6412	X																													
	MUSCULAR DYSTROPHY ASSOCIATION 365 W. Northside Dr., Suite 200 Jackson, MS 39206 (601) 982-8514 Patient Service Coordinator			X				X					X					X				X			X						
	MUSCULAR DYSTROPHY ASSOCIATION 5050 Poplar - Suite 1130 Memphis, 38157 (901) 682-1156 Patient Service Coordinator			X				X	X									X				X	X		X		X				DeSoto & Marshall counties.

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MISSISSIPPI

DIRECTORY OF HEALTH, EDUCATION AND WELFARE SERVICES FOR NORTH CENTRAL MISSISSIPPI PLANNING AND DEVELOPMENT DISTRICT

1976. Free.

Includes special education, job training and placement, social service programs, agencies serving developmentally disabled individuals, etc.

MS Health Monitoring and Evaluation

880 Lakeland Drive

Jackson, MS 39216

(601) 968-4791

Attn: T. D. Lampton, M.D.

DIRECTORY OF HEALTH, EDUCATION AND WELFARE SERVICES FOR SOUTH DELTA MISSISSIPPI PLANNING AND DEVELOPMENT DISTRICT

1976. Free.

Includes special education, job training and placement, social service programs, agencies serving developmentally disabled individuals, etc.

MS Health Monitoring and Evaluation

880 Lakeland Drive

Jackson, MS 39216

(601) 968-4791

Attn: T. D. Lampton, M.D.

NORTH CAROLINA

NORTH CAROLINA	ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS			
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/apical device	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
	AMERICAN DIABETES ASSOCIATION North Carolina Affiliate, Inc. 408 North Tryon Street Charlotte, NC 28202 (704) 333-1568 Diabetes Education Consultant					X	X													X									X	X	
	CARE-LINE NC Dept. of Human Resources Raleigh, NC 27611 (800) 662-7030	X	X	X	X	X	X																								Statewide toll-free telephone information & referral service for most categories listed.
	CYSTIC FIBROSIS FOUNDATION North Carolina Chapter P. O. Box 924 Wilson, NC 27893 (919) 291-7190 Executive Director					X		X		X															X		X		X		
	EPILEPSY ASSOCIATION OF NC 1924 Vail Avenue Charlotte, NC 28207 (704) 377-3619 Community Services Director				X			X	X	X	X			X											X		X	X	X		Direct services are offered in limited areas of NC; other services, entire state.
	INFORMATION & REFERRAL SERVICE Allen Center 331 College Street Asheville, NC 28901 (704) 252-8102 (24-hours)	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Publishes <u>Directory of community services</u> . Buncombe County.
	INFORMATION & REFERRAL SERVICE Voluntary Action Center 690 Coliseum Drive Winston-Salem, NC 27106 (919) 766-474	X	X	X	X	X	X																								Offers info & referral in many categories listed; publishes <u>Information referral service directory</u> . Winston-Salem & Forsyth County.

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NORTH CAROLINA

NORTH CAROLINA ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS				
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs		Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
MUSCULAR DYSTROPHY ASSOCIATION 3825 Barrett Drive Raleigh, NC 27609 (919) 782-4735 Patient Services Coordinator			X				X											X			X	X		X		X				Coastal region.
MUSCULAR DYSTROPHY ASSOCIATION 1828 Banking Street Greensboro, NC 27408 (919) 272-0173 Patient Services Coordinator			X				X											X			X	X		X		X				Piedmont & western region.
NC DEPT. OF PUBLIC INSTRUCTION Division for Exceptional Children Education Building Raleigh, NC 27611 (919) 733-3921	X	X	X	X	X																									Contact Div. for info on Reference handbook, resource agencies, other materials and services.
Division of Occupational Educ. Programs for the Disadvantaged/ Handicapped Education Building, Room 564 Raleigh, NC 27611 (919) 733-3003	X	X	X	X	X						X	X	X														X	X		Has program planning guides, inservice training modules, curriculum materials, student & program evaluation materials.
NORTH CAROLINA DIVISION OF SERVICES FOR THE BLIND (State VR) Department of Human Resources 410 North Boylan Avenue P. O. Box 2658 Raleigh, NC 27602 (919) 829-4231	X																													
NC DIV. OF VOC REHAB SERVICES Department of Human Resources State Office, Box 26053 620 North West Street Raleigh, NC 27611 (919) 829-3364		X	X	X	X																									

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NORTH CAROLINA

NORTH CAROLINA	ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS			
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights		Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
	NC EMPLOYMENT SECURITY COMMISSION P. O. Box 25903 200 West Jones Street Raleigh, NC 27611 (919) 829-7546	X	X	X	X	X	X						X	X	X																
	NORTH CAROLINA LIBRARY FOR THE BLIND & PHYSICALLY HANDICAPPED 1314 Dale Street Raleigh, NC 27635 (919) 733-4376 Regional/Asst. Regional Librarian	X		X			X										X														
	NORTH CAROLINA REGISTRY OF INTERPRETERS FOR THE DEAF Wayne Canady, President 601 Tiffany Circle Garner, NC 28301 (919) 772-5169		X				X									X															
	PUBLIC LIBRARIES A number of public libraries throughout the state have information and referral services for their geographical areas.																														
	UNITED CEREBRAL PALSY OF NORTH CAROLINA, INC. 417 North Boylan Avenue Raleigh, NC 27603 (919) 833-2571 Director of Program Services			X				X	X		X	X	X	X				X		X				X							

SOUTH CAROLINA

SOUTH CAROLINA	ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult /interview to guidance staff	Consult /interview to teachers
	CYSTIC FIBROSIS FOUNDATION 1900 Broad River Rd., Suite 4 Columbia, SC 29210 (803) 798-4338					X		X											X												Also provides info on financial aid, locations of centers of medical expertise.
	EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS OF SC, INC. 3020 Farrow Road Columbia, SC 29203 (803) 256-0735 Executive Director			X				X	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X				
	INAREF Trident United Way, Inc. 1069 King St., P. O. Box 2696 Charleston, SC 29403 (803) 723-1676	X	X	X	X	X	X			X	X	X	X	X	X	X	X						X	X	X	X	X	X			Berkeley, Charleston and Dorchester counties
	MUSCULAR DYSTROPHY ASSOCIATION 2442 Devine Street, Room 1 Columbia, SC 29205 (803) 799-7435 Patient Service Coordinator			X																											
	MUSCULAR DYSTROPHY ASSOCIATION Piedmont East, Suite 322 37 Villa Road Greenville, SC 29607 (803) 233-6331			X				X	X										X	X	X	X	X		X		X				Piedmont area.
	SOUTH CAROLINA ASSOCIATION OF THE DEAF c/o Albert Gibson, President 1645 Woodford Road Columbia, SC 29209 (803) 776-4184 or (803) 244-7523 (TTY)	X				X						X	X	X		X	X		X							X					

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SOUTH CAROLINA

SOUTH CAROLINA	ORGANIZATIONS	DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
		Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct service	Both info/referral & direct service	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult./in-service to guidance staff	Consult./in-service to teachers
	SOUTH CAROLINA COMMISSION FOR THE BLIND (State VR) P. O. Box 11638, Capitol Station Columbia, SC 29211 (803) 758-2595	X																													
	SOUTH CAROLINA DEPARTMENT OF EDUCATION Office of Programs for the Handicapped Rutledge State Office Building Columbia, SC 29201 (803) 758-7432	X	X	X	X	X	X										X													X	Also speech handicapped. Offers information re available placement for handicapped students in educational programs within local school districts and other facilities.
	SOUTH CAROLINA DIABETES ASSOCIATION, INC. 745 N. Pleasantburg Drive P. O. Box 6562 Greenville, SC 29606 (803) 235-3395					X		X	X	X	X	X				X				X									X		Counseling comprises consultation with other diabetics and their families, dietitians, and referrals.
	SOUTH CAROLINA EMPLOYMENT SECURITY COMMISSION 1550 Gadsden Street P. O. Box 995 Columbia, SC 29202 (803) 758-2686	X	X	X	X	X		X						X	X	X															Each local office has a specialist who provides services to handicapped people.
	SOUTH CAROLINA LEARNING RESOURCE CENTER 1406-1/2 Gervais Street Columbia, SC 29201 (803) 758-3250	X	X	X			X								X		X	X											X		Offers instructional materials and media for all types of handicapping conditions.

SOUTH CAROLINA

SOUTH CAROLINA		ORGANIZATIONS		DISABILITY SERVED		TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS					
				Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy		Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
		SOUTH CAROLINA REGISTRY OF INTERPRETERS FOR THE DEAF Millie C. Colson, President 1323 Coosaw Drive Charleston, SC 29407 (803) 556-2211		X				X								X																	
		SOUTH CAROLINA STATE LIBRARY Division for the Blind and Physically Handicapped 718 South Edisto Avenue Columbia, SC 29205 (803) 758-2726		X	X			X									X							X									
		SOUTH CAROLINA VOCATIONAL REHABILITATION DEPARTMENT 3600 Forest Drive P. O. Box 4945 Columbia, SC 29240 (803) 758-3154		X	X	X	X																										
		UNITED CEREBRAL PALSY OF SOUTH CAROLINA, INC. 1216 Remount Road North Charleston, SC 29406 (803) 747-3361 Program Service Director			X			X	X	X	X	X				X		X	X	X	X		X			X	X	X	X		Provides home service (social workers).		

TENNESSEE

ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																						COMMENTS
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers
AMERICAN DIABETES ASSOCIATION Memphis Mid-South Chapter 969 Madison, Suite 1300 Memphis, TN 38104 (901) 522-9539					X	X													X								X		Conducts education course for juvenile-onset diabetics; offers family, parent-youth programs. Western Tennessee.
COUNCIL OF COMMUNITY SERVICES 1815 Parkway Towers Nashville, TN 37219 (615) 254-8352						X																							Provides info on community resources; publishes <u>Directory of community services</u> .
CYSTIC FIBROSIS FOUNDATION West Tennessee Chapter 555 Perkins Extension - 216B Memphis, TN 38117 (901) 682-8373 Executive Director					X	X		X	X																				
EASTER SEAL SOCIETY Volunteer Chapter 3011 Broadway, N.E. Knoxville, TN 37917 (615) 688-5080			X				X										X									X			
INFORMATION AND REFERRAL SERVICES United Way of Greater Memphis (Community Services) 3485 Poplar Avenue, Suite 1 Memphis, TN 38111 (901) 323-8381	X	X	X	X			X	X	X		X				X						X			X	X	X	X		Memphis and Shelby County.
MEMPHIS EPILEPSY FOUNDATION 1835 Union Avenue, Suite 209 Memphis, TN 38104 (901) 274-1720			X				X	X	X	X	X	X	X	X		X	X				X				X		X	X	Conducts School Alert prog. - classroom presentations on epilepsy; offers employment advocacy & info on low cost drugs. Western Tennessee.

TENNESSEE

TENNESSEE ORGANIZATIONS	DISABILITY SERVED			TYPE OF SERVICE		INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS				
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids devices for daily living skills	Daily living skills	Consult for arch barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs		Legal rights	Transportation	Consult /inquiries to guidance staff	Consult /inquiries to teachers
MIDDLE TN DIABETES ASSOCIATION Box 37, Baptist Hospital Nashville, TN 37206 (615) 320-0242 Executive Secretary					X		X									X			X		X									Middle Tennessee.
MUSCULAR DYSTROPHY ASSOCIATION 5050 Poplar - Suite 1130 Memphis, TN 38157 (901) 682-5696 Patient Service Coordinator			X				X	X										X			X	X		X			X			Southwestern Tennessee.
RECREATION SERVICES FOR THE HANDICAPPED, INC. 712 Tanglewood Memphis, TN 38104 (901) 272-2528 Executive Director	X	X	X	X	X		X	X		X	X											X		X						Shelby County.
TENNESSEE DEPARTMENT OF EDUCATION Div. for the Education of the Handicapped 103 Cordell Hull Building Nashville, TN 37219 (615) 741-2851, 741-2971	X	X	X	X	X																									
TENNESSEE DEPARTMENT OF EMPLOYMENT SECURITY 536 Cordell Hull Building Nashville, TN 37219 (615) 741-2131	X	X	X	X	X		X						X	X	X															Each office has one person assigned to work with Special Applicant groups, which includes physically handicapped persons.
TN DIV. OF SERVICES FOR THE BLIND Department of Human Services 303-304 State Office Building Nashville, TN 37219 (615) 741-3163	X																													

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TENNESSEE

TENNESSEE ORGANIZATIONS	DISABILITY SERVED				TYPE OF SERVICE	INFORMATION AND/OR SERVICES PROVIDED																				COMMENTS				
	Visual	Hearing	Neuromuscular/orthopaedic	Epilepsy	Chronic health problems	Information and referral	Direct service	Both info/referral & direct service	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs		Legal rights	Transportation	Consult./service to guidance staff	Consult./service to teachers
TENNESSEE DIVISION OF VOCATIONAL REHABILITATION 1808 West End Bldg. - Suite 1400 Nashville, TN 37203 (615) 741-2521		X	X	X	X																									
TENNESSEE LIBRARY FOR THE BLIND & PHYSICALLY HANDICAPPED 5200 Centennial Boulevard Nashville, TN 37209 (615) 741-3915	X		X	X	X		X									X	X		X					X						
TENNESSEE REGISTRY OF INTERPRETERS FOR THE DEAF Georgia R. Hobb, President 605 Clearview Drive Nashville, TN 37205 (615) 269-5356		X					X									X														

DIRECTORY OF HEALTH, EDUCATION & WELFARE SERVICES - GREATER MEMPHIS AREA (excluding Shelby County)

1975. 269 p. Free.

Memphis Regional Medical Program
1300 Medical Center Towers
969 Madison Avenue
Memphis, TN 38104

(901) 522-8336

Types of services covered include physical therapy, speech and hearing, vocational rehabilitation, medical equipment, mental health, education. Also lists physicians, social workers, and other professionals. Arranged by county.

DIRECTORY OF HEALTH, EDUCATION & WELFARE SERVICES - SOUTHWEST TENNESSEE

1975. 310 p. Free.

Memphis Regional Medical Program
1300 Medical Center Towers
969 Madison Avenue
Memphis, TN 38104

(901) 522-8336

Types of services covered include physical therapy, speech and hearing, vocational rehabilitation, medical equipment, mental health, education. Also lists physicians, social workers, and other professionals. Arranged by county (8 counties covered).

TENNESSEE DIRECTORY OF SERVICES FOR THE DEVELOPMENTALLY DISABLED

Rev. Summer 1977 (Forthcoming). Free.

Tennessee-Peabody Referral and Information Office
Box 40, Peabody College
Nashville, TN 37203

(615) 327-8216

A comprehensive listing of state agencies, special education, counseling, vocational evaluation and training, medical, and other services. Arranged by regions of the state.

GENERAL

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Adjustment Services in Rehabilitation - Emphasis on Human Change
2. Date Material was completed 1971
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐ training guide ☐	planning guide ☒ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☐ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐ <u>Vocational</u> <u>rehabilitation Guidelines</u>	Content within Discipline Area: <u>Purposes and goals</u> <u>Techniques of services</u> <u>Behavioral analysis</u> <u>Standard terminology</u> <u>Program structuring</u> <u>Program implementation</u>
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5. INTENDED FOR USE BY: ☒ Trainee ☐ Teacher ☒ Administrator
 STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: 9 - post-secondary
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Review of procedures and practices in effect
 (Author(s), committee, etc.)
8. Validation procedure(s) used: Review by practitioners in field services
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Richard J. Baker & Horace W. Sawyer for Alabama Vocational
 Address Rehabilitation Service & Rehab. Services Education, Auburn University
10. Availability: ☐ For sale at \$ 3.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address) Materials Development Center, Dept. of Rehabilitation & Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 193 pages. Vocational educators responsible for helping plan or carry out preparation of handicapped students for suitable employment should find this training guide useful in formulating the appropriate approaches and strategies to be used in individual cases. Basic concepts of behavior and

Continued

adjustment, behavioral analysis for individualizing the adjustment program, how to structure a work adjustment program, stages in planning, and steps in implementation are discussed in some detail, as are the various areas in which individuals may require training and attention as they move through the educational process. The importance of follow-up is emphasized, and the use of appropriate instructional materials, especially audiovisuals, is also stressed.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Another Step Forward
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☒	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
	<u>Handicapped</u>	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: all
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) University of Florida
Address 43 Norman Hall, Gainesville, Florida Zip Code 32611
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). These will be available in the near future from the
National Center at Ohio State.
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The series of five booklets covers material on a wide-range of aspects dealing
with handicapped individuals. The booklets include:
1) Mainstreaming Handicapped Students into the Regular Classroom
2) Characteristics of Handicapped Students

Continued

- 3) Evaluation and Placement
- 4) A System of Management
- 5) Architectural Considerations for a Barrier Free Environment.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material An Analysis of a statewide Survey of Vocational Educators in Alabama who work with Disadvantaged and Handicapped Students.

2. Date Material was completed 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>survey</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: ☐ Student ☐ Teacher ☒ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☐ Handicapped

6. Grade level: N/A

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): Survey Questionnaire

(Author(s), committee, etc.)

8. Validation procedure(s) used N/A

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Ray Sankovsky

Address Vocational and Adult Education Center, Auburn Univ. Auburn, AL Zip Code 36830

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address): Vocational and Adult Education Center, Auburn University
Auburn, AL 36830

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

An analysis of the responses of Vocational Educators in Alabama with regard to their training needs for working with students who have special needs. Areas examined were: (1) Art and science of teaching, (2) Special materials and curricular, (3) developing interpersonal skills, (4) teaching reading skills, (5) special resource

Continued

materials, (6) motivational technology, (7) Using experienced teachers as trainers, (8) development and use of individualized instructional materials, (9) teaching math skills.

CURRICULUM MATERIAL ABSTRACT

1 Title of Material Architectural Accessibility for the Disabled of College Campuses

2 Date Material was completed October, 1976

3 Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4 Discipline Area:

Agricultural Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☒	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Architectural Access</u>	
	<u>for physically disabled</u>	

5 INTENDED FOR USE BY: _____ Student _____ Teacher X Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped (Physically)

6 Grade level: Post-secondary (college)
(1 2 3 4 5 6 7 8 9 10 11 12 13 14, adult, etc.)

7 Development procedure(s): _____
(Author(s), committee, etc.)

8 Validation procedure(s) used: _____
(Jury or panel, interim tryout w/ students to aid revision, field test of revised versions, etc.)

9 Name(s) of Developer(s) Stephen Cotter and Alfred DeGraff
Address _____ Zip Code _____

10 Availability: ☐ For sale at \$ _____ per unit ☐ One copy per state available free.
☐ Free in limited numbers ☐ Not available ☐ In ERIC System. (No. _____)
☐ Loan copy available ☐ Microfiche copy available _____ per set ☐ For Rent
☐ Interlibrary loan

Source (Name and address) State University Construction Fund, 194 Washington Avenue, Albany, New York 12210

11 GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary)
To present updated architectural criteria for realistic accessibility and to provide for the diversity of physical handicaps now widely appearing on campuses. This manual covers entrances, halls, parking, rest rooms, drinking fountains, elevators, phones, etc. designed for easy access by physically handicapped. Manual includes graphics and a brief bibliography. All measurement dimensions have been listed in feet and inches, and metric system.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material "Better Than I Thought"

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☒	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	cassettes ☐		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other _____

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped (General; learning

6. Grade level: Teacher Preservice or Inservice

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

disabled; emotionally
disturbed; hearing
impaired; visually
impaired; physically
disabled)

7. Development procedure(s): _____

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Lloyd W. Tindall; John J. Gugerty

Address Same as "Source" (below)

Zip Code _____

10. Availability: ☒ For sale at \$ 160.00 per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Wisconsin Vocational Studies Center, University of

Wisconsin-Madison, 964 Educational Sciences I, 1025 W. Johnson Street, Madison,

Wisconsin 53706

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This series of eight color filmstrips is designed to help vocational teachers
prepare both themselves and their programs for service to handicapped students.

The filmstrips empathetically inform viewers about handicapping conditions and

indicate the kind and extent of modifications required to adapt vocational teaching

for handicapped students. The series can be used in workshops, conferences, in-service
meetings and professional development courses on a group or individualized basis.

Continued

<u>Title</u>	<u>Length in Minutes</u>	<u>Focus</u>
1. Txkx Tx thx Xpxn Rxxd	15-18	Learning Disabled
2. Disturbed? Who's Disturbed	15-18	Emotionally Disturbed
3. Unaccustomed As I Am . . .	15-18	Mentally Retarded
4. Feel Not Good	15-18	Hearing Impaired
5. Placement by Disability	15-18	Visually Impaired
6. Willing to Try	15-18	Physically Disabled
7. Square Peg, Roundhole	15-18	Disadvantaged
8. Rx for Independence	15-18	Prescriptive Approach

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Curriculum Management Handbook for Vocational Education Administration
2. Date Material was completed February, 1979
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>handbook</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☒	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	

5. INTENDED FOR USE BY: _____ Student _____ Teacher X Administrator
STUDENT TYPE: X Regular _____ Disadvantaged _____ Handicapped
6. Grade level: 7-12 and post secondary
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Paul Scott, Mike Moya
Address The University of Georgia, College of Education Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). U. S. Government Printing Office, Washington, DC

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This handbook gives an in-depth presentation of the duties of a vocational administration. It is designed for comprehensive high schools, vocational-technical schools, and Community College Programs. It includes sample delivery systems, classroom management, installing individualized instruction, evaluation and other

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Curriculum Materials for Vocational/Technical/Special Needs/Career Education

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): _____

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Curriculum Lab., NJ Dept. of Ed., Rutgers University

Address Building 4103, Kilmer Campus, New Brunswick, NJ Zip Code 08903

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). _____

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

8 1/2 x 11", paperback, stapled; 52 p. This annotated bibliography of vocational/technical publications includes 60 vocational/technical subject areas, special needs, and career education. A list of new titles precedes the main body of the bibliography. A wide range of subject areas and levels are addressed.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Educating Exceptional Children
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>text</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Exceptional</u> ☐	Content within Discipline Area: <u>Identification and</u> <u>education of exceptional</u> <u>children.</u>
--	---	---
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator
 STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: adult - college
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): author
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Samuel A. Kirk
 Address University of Arizona Zip Code _____
10. Availability: ☒ For sale at \$ 10.50 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Houghton Mifflin Company
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Written by a professor of special education at the University of Arizona, this
standard textbook covers that various well-recognized types of physical, and
psychological handicaps as well as the gifted and talented. Topics discussed
include discrepancies in growth and development, specific learning disabilities

Continued

speech handicaps, the intellectually gifted, children with lower intelligence, the educable mentally retarded, the trainable mentally retarded, auditory handicaps, visual handicaps, neurologic, orthopedic and other health impairments, and behavior disorders. Educational strategies and administrative organization are considered throughout the discussions. The appendixes offer a guide to agencies and organizations, a glossary, and an index. Several valuable reproducible tables on characteristics of various types of handicaps and disabilities are included in the text sections. (Physical - Hardback, 7 x 10", 478 p.)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Effective Report Writing in Vocational Evaluation & Work Adjustment

2. Date Material was completed 1974

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐		training guide & handbook	

4. Discipline Area:

Agricultural/Natural Resources	☒	Industrial Arts	☐
Business and Office Education	☐	Job Placement	☐
Career Education	☐	Technical Education	☐
Cooperative Education	☐	Trade and Industrial Education	☐
Distributive Education	☐	Vocational Education (general)	☐
Guidance	☐	Vocational Education (Admin.)	☐
Health	☐	Vocational Education (Teacher Edu.)	☐
Home Economics	☐	Other	☐

Content within Discipline Area:

Communication skills

Types of reports

Content decisions

Sample reports

Standard terminology

Vocational evaluation

5. INTENDED FOR USE BY: X Trainee Teacher X Administrator

STUDENT TYPE: Regular Disadvantaged X Handicapped

6. Grade level: 9 - post-secondary

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Review of forms and reports in use, pertinent literature

(Author(s), committee, etc.)

8. Validation procedure(s) used: Review of field practitioners

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Thomas J. Esser for Materials Development Center,

Address School of Education, University of Wisconsin-Stout (address below)

10. Availability: ☐ For sale at \$ 2.50 per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No.)

☐ Loan copy available. ☐ Microfiche copy available per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Materials Development Center, Dept. of Rehabilitation & Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Paperbound - 118 pages. Filling a serious gap, this down-to-earth handbook on writing the various types of narrative and form reports involved in vocational evaluation and work adjustment programs conducted by vocational rehabilitation agencies and facilities should also be useful to vocational educators involved.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material 16 mm Film Catalogue - Professional In-Service Education

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>catalog</u> ☐		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☐ Handicapped

6. Grade level: _____

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Division of Educational Media, State Dept. of Public Instruction,

Address Education Bldg., Raleigh, NC Zip Code 27611

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Division of Information & Publications, State Dept. of

Public Instruction, Education Bldg., Raleigh, NC 27611

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This list of films available free in North Carolina for preservice and inservice staff development includes more than 400 films under the headings of art, behavior, and values; early childhood; education (general); educational media; exceptional children guidance; health and physical education; innovative practices; language arts; mathematics; sciences; social studies. Video cassettes are also listed.

Continued

in identifying, educationally diagnosing and prescribing, and modifying standard programs for handicapped students. It discusses the methodology and style of various types of report writing in some detail and would be especially helpful in staff development for counselors, administrators, and others involved in evaluating the employment potential of handicapped students. It should help improve report-writing skills and also the understanding of standard vocational rehabilitation reports.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material For Parents of Exceptional Children: A Bibliography

2. Date Material was completed March, 1979

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other <u>parents</u> ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped

6. Grade level: 1-14

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): Staff of Bureau for Exceptional Students, Florida State

(Author(s), committee, etc.) Dept. of Education

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/ students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Division of Exceptional Children, NC Dept. of Public Instruction

Address Education Building, Raleigh, NC Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address): Division of Information and Publications, State Dept.

of Public Instruction, Education Building, Raleigh, NC

11. GENERAL DESCRIPTION: (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Reprint of a remarkable annotated bibliography developed by the Florida State agency staff, this listing of print and nonprint items is coded to indicate the areas of exceptionality to which the materials relate. A wide range of publications is carefully described--an average of five entries per page.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guidelines for Organizing Vocational Evaluation Units
2. Date Material was completed 1966
3. Type of material:
- | | | | | |
|---|---|---|--|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☒ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | training guide ☐ | |
4. Discipline Area:
- | | | |
|---|--|-------------------------------------|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area: |
| Business and Office Education ☐ | Job Placement ☒ | <u>Vocational evaluation</u> |
| Career Education ☐ | Technical Education ☐ | <u>Operation of evaluation unit</u> |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | <u>Personnel</u> |
| Distributive Education ☐ | Vocational Education (general) ☐ | <u>Records and reports</u> |
| Guidance ☐ | Vocational Education (Admin.) ☐ | <u>Fiscal management</u> |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | <u>Facility management</u> |
| Home Economics ☐ | Other ☐ | |
| | <u>Vocational rehabilitation</u> | |
5. INTENDED FOR USE BY: X Trainee ☐ Teacher ☐ X Administrator
- STUDENT TYPE: ☐ Regular ☐ Disadvantaged X Handicapped
6. Grade level: 9 - post-secondary
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Study Committee Report, Fourth Institute on Rehab. Service
(Author(s), committee, etc.) Chicago, 1966. Neal D. Little, Arkansas DVR, Chairman
G. Robert Leslie, Arkansas DVR, Study Group II Consultant
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Forty-nine-member study group of vocational rehabilitators
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ 2.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Materials Development Center, University of Wisconsin-
Stout School of Education, Menomonie, Wisconsin 54751
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 33 pages. Vocational administrators, counselors, and others who
wish to be informed about the structure, services, and standard terminology
of vocational rehabilitation should find this official publication quite enlight-
ening. Many of the principles and suggestions enunciated by this very diverse

Continued

and representative study group are equally applicable to vocational education programs and facilities. Appendixes offer recommendations on forms and reports and a useful bibliography. Articulation between the programs of vocational rehabilitation agencies and vocational education should be greatly facilitated by this concise and crisply written document.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Handicapped Persons In Wisconsin's Vocational Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers
2. Date Material was completed July, 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☒	research ☐		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____
	<u>all areas</u>

report

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped

6. Grade level: All Levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Vasant Kumar
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address) Wisconsin Vocational Studies Center, 321 Education Building, 1000 Bascom Mall, Madison, WI 53706

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This report deals with the findings that relate to the following: (1) To evaluate special needs projects in the area of agriculture, business, home economics, trades and industrial, health, distributive education, and pre-vocational programs at the 16 VTAE schools to discover which techniques were successful in the instruction of the

Continued

handicapped, and (2) To analyze and report on the barriers in Wisconsin VTAF schools which prevent the handicapped from enrolling in the vocational training program.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Individualization and Modularization of Vocational Education Instructional Materials

2. Date Material was completed October, 1975

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

Modularization

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): AIM/ARM and ERIC search

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Joel Magisos and Anne E. Stakelon

Address Ohio State University Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). The Center for Vocational Education, Ohio State University
1960 Kenny Road, Columbus, OH 43210

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This bibliography provides access to documents, journal articles, and current projects related to individualization and modularization of vocational education instruction materials.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Installing and Operating an Individualized Instruction Program

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin) ☐
Health ☐	Vocational Education (Teacher Edu) ☒
Home Economics ☐	Other ☐

Content within Discipline Area:

Individualized

Instruction

5. INTENDED FOR USE BY: _____ Student X Teacher X Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): Hulsey, Wiley, Brown and Baggs
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Athens Area Vocational Technical Center

Address Athens, Georgia Zip Code 30606

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): State of Georgia Department of Education
Vocational Media Center
Atlanta, Georgia

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This manual, principally derived from two previous manuals, was compiled in order to help teachers and administrators develop and implement individualized instruction in vocational programs. Section I contains general concepts relating to individualized instruction. Section II contains information relevant to facility

Continued

layouts and organizing training materials. Section III addresses the issue of the proper operation of an individualized instruction program. Section IV provides insights regarding evaluating and revising the program. A glossary of terms is also included. This guidebook should be used as a resource guide and/or a supplementary reference. (90 pp.)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material L.E.A.P. for the Handicapped
2. Date Material was completed _____
3. Type of material:
- | | | | | |
|---|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☒ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|--|---|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other _____ ☐ | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
- Development procedure(s): Cognitive Development
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Morris Cracraft, 541 Riverview Drive
Address Florence, Alabama Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Florence City Schools, Florence, Alabama
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
L.E.A.P. (Life Experience Alternative Plan) for the Handicapped will provide all handicapped students in Florence City Schools opportunities to make a wide variety of field trips within the Muscle Shoals area, via television. Videotapes, made at local sites familiar to students of all grade levels (Helen Keller's

Continued

birthplace, the Indian Mound, Ford Motor Company, a bank, or Wilson Dam's generating plant, for example), can provide alternative experiences for the restricted environment of handicapped students. Videotaped visits will enable all types of handicapped students, regardless of disability, to see inside many local facilities for the first time, expanding the learner's interest and understanding and providing a basis for developing a wide range of related cognitive skills. Together with the project staff (director and secretary), teachers of exceptional children will (1) select field-trip locations; (2) determine the scope of the visit to insure correlation with existing programs of studies; and (3) assist in activities involving parents and evaluation. Existing television facilities in the school system combined with a unique arrangement with the local cable distributor permit transmission of videotapes produced for Project L.E.A.P. into classrooms and homes in the community. Preliminary planning, trained personnel and available equipment will allow project implementation early in 1977-78. (Author/MCC)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material: Lots of Things

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☒	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area: _____

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____ ☐

Content within Discipline Area: _____

Content applicable to _____

several disciplines: Information about society and the world of work

5. INTENDED FOR USE BY: ☒ Student _____ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (EMR, slow learners reading handicapped)

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Compilation of ideas from practitioners
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Yvette Dogin, Coordinator of Special Education

Address Hempstead High School, NY Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): The Finney Company, Inc.
3350 Gorham Avenue
Minneapolis, MN 55426

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", saddlestitched; 67 pages. Two workbooks (Books I and II) showing various social and work situations with very simplified language in bold print that does not condescend. Line drawings illustrate various social and job situations. Tearsheets facilitate classroom use.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mainstreaming

2. Date Material was completed August, 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Mainstreaming the handicapped</u> _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	

5. INTENDED FOR USE BY: _____ Student X Teacher X Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped

6. Grade level: all
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Jean P. Beard and Merry Maitre
Address Iowa Department of Public Instruction Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☒ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Iowa Network for Obtaining Resource Materials For Schools,
Department of Public Instruction, Educational Media Section, Grimes State Office
Building, Des Moines, Iowa 50319

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Contained within this publication is information concerning federal and state laws
as they apply to mainstreaming, models, information for administrators, information
for teachers, and references.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mainstreaming Guidebook for Vocational Educators

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Handicapping conditions</u>
Career Education ☐	Technical Education ☐	<u>Individual Assessment</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>Eliminating barriers</u>
Distributive Education ☐	Vocational Education (general) ☐	<u>Curriculum modification</u>
Guidance ☐	Vocational Education (Admin.) ☐	<u>Job Placement</u>
Health ☐	Vocational Education (Teacher Edu.) ☐	<u>IEP Model</u>
Home Economics ☐	Other <u>Vocational Education</u> ☐	
	<u>for Handicapped</u>	

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped

6. Grade level 9-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____
* (Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Peter R. Dahl, Judith A. Appleby, Dewey Lipe
Address Olympus Publishing Co. (address below) Zip Code _____

10. Availability: ☐ For sale at \$ 16.95 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Olympus Publishing Co., 1670 East Thirteenth St. South Salt Lake City, Utah 84105

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
In addition to numerous suggestions on appropriate modifications of the curriculum and the learning environment to accommodate handicapped students, this comprehensive guidebook offers a detailed model for individual education programs, descriptions of various handicapping conditions, and lists of organizations serving the handicapped.

Continued

Topics include developing positive staff and student attitudes towards mainstreaming, assessing the individual handicapped student, eliminating architectural, equipment and other work environment barriers, and job placement of the handicapped. Specifically directed at vocational educators, it concentrates on those problems that are likely to arise in skill development activities.

Hardback - 352 pages

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mind's Vocational Special Needs Program

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

1) Vocational remedial
reading

2) Hands-on training and
assessment of hand tools

3) Vocational oriented
math

5. INTENDED FOR USE BY: X Student _____ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular X Disadvantaged X Handicapped (EMK Learning Disabled)

6. Grade level: 6-14

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): By mind system
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Mind - See address below.
Address _____ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): MIND, One Kings Hwy., North, Westport, CT 06880
Telephone: (203) 226-7254

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Three areas of curriculum for special needs vocational program. I. Remedial
Reading includes 2 sets of materials, Hands and Mind and Mind's Work. II. Hand
Tool Skills and, III. Math Technology. The program is designed to supplement,
assess and train special needs students in each of the above areas. Tool technology

Continued

is available in Spanish.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Modifying Regular Programs and Developing Curriculum Materials For The Vocational Education of The Handicapped
2. Date Material was completed 1975
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Progress Report</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Summary of local school</u>
Career Education ☐	Technical Education ☐	<u>systems, activities, and</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>workshops</u>
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>All discipline areas</u> ☐	
5. INTENDED FOR USE BY: _____ Student X Teacher _____ Administrator X
 STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped (All types)
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Committees
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) R. H. Lambert, L. W. Tindall, B. Ross - Thompson, K. Davis
 Address Center for Studies in Vocational-Technical Education
University of Wisconsin - Madison, WI Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address) _____
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Summary of workshops in local school systems; collection of materials for Handi-
capped and special education; publication use in working with handicapped persons;
exhibits at state and national conferences; and consulting and advisory activities.

Producer Identification Number Alabama
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Organizational Programs for Exceptional Needs with Inter-Disciplinary Teams Using Prescriptive Procedures
2. Date Material was completed _____
3. Type of material:
- | | | | | |
|---|---|---|--|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☒ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|--|-------------------------------------|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area: |
| Business and Office Education ☐ | Job Placement ☐ | <u>EMR, Learning Disabilities,</u> |
| Career Education ☐ | Technical Education ☐ | <u>Hard of Hearing, Speech</u> |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | <u>and Language Handicapped,</u> |
| Distributive Education ☐ | Vocational Education (general) ☒ | <u>Visually Handicapped,</u> |
| Guidance ☐ | Vocational Education (Admin.) ☐ | <u>Mild Physically Handicapped,</u> |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | <u>and Gifted.</u> |
| Home Economics ☐ | Other _____ | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped _____
6. Grade level: 1-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Involves specialists, counselors, parents in addressing
(Author(s), committee, etc.) IEP's
8. Validation procedure(s) used: Interim tryout with students
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Huntsville City Schools, Norma H. Bell
Address Post Office Box 1256, Huntsville, Alabama Zip Code 35807
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Norma H. Bell, P.O. Box 1256, Huntsville, Alabama
35807
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This continuing interdisciplinary approach to educating exceptional children
focuses upon educational tasks rather than labeled classes or children. With
organizational restrictions minimized, total sequential education becomes the
responsibility of a team working directly with the child. An educational

Continued

diagnostician-counselor is assigned to target school to coordinate evaluation, counseling and planning a total educational plan for the exceptional child. Special education teachers will join teaching teams as learning specialists. Each exceptional child encountering learning problems is identified and is provided a program fully coordinated with the mainstream, based on an individual educational plan (IEP) required by P.L. 94-142. Diagnosis and team conferences are fundamental to the educational plan. Existing program specialists are utilized as needed. Parents are informed of educational goals and progress. This project demonstrates a non-categorical approach to the education of exceptional children: EMR, LD, hard of hearing, speech and language handicapped, visually handicapped, mild physically handicapped and gifted. The selected school has focused on a planned program of sequential educational tasks, setting aside departmental divisions and labeling of disabilities. Project personnel and teachers have attempted to devise operational techniques and a management system that could be disseminated for effective use throughout the school system in implementation of P.L. 94-142. (Author/MCC)

* Validated

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Paraprofessional Training in Special Education Study Bank
2. Date Material was completed 1978
3. Type of material:
- | | | | | | | | | | |
|--------------------------|-------------------------------------|----------------|--------------------------|------------------|-------------------------------------|----------------|-------------------------------------|------------------|--------------------------|
| evaluation instruments | ☐ | teaching guide | ☐ | curriculum guide | ☐ | planning guide | ☐ | student material | ☐ |
| supplementary references | ☒ | workbooks | ☐ | textbooks | ☐ | bibliographies | ☐ | directories | ☐ |
| videotapes | ☒ | 8 mm films | ☐ | 16 mm films | ☒ | filmstrips | ☒ | 2 x 2 slides | ☐ |
| posters | ☐ | audiotapes | ☐ | transparencies | ☐ | pictures | ☐ | games | ☐ |
| | | records | ☐ | | ☐ | | | | |
4. Discipline Area:
- | | | | | |
|--------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------------|
| Agricultural/Natural Resources | ☐ | Industrial Arts | ☐ | Content within Discipline Area |
| Business and Office Education | ☐ | Job Placement | ☐ | |
| Career Education | ☐ | Technical Education | ☐ | |
| Cooperative Education | ☐ | Trade and Industrial Education | ☐ | |
| Distributive Education | ☐ | Vocational Education (general) | ☐ | |
| Guidance | ☐ | Vocational Education (Admin.) | ☐ | |
| Health | ☐ | Vocational Education (Teacher Edu.) | ☐ | |
| Home Economics | ☐ | Other _____ | | |
| | | <u>Paraprofessional Reference</u> | | |
5. INTENDED FOR USE BY: ____ Student X Teacher ____ Administrator
STUDENT TYPE: ____ Regular ____ Disadvantaged ____ Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Mary Jane Ward and Mary Wolf
(Author(s), committee, etc.)
8. Validation procedure(s) used: field tested
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) _____
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Social Sciences Division, Burlington County College,
Pemberton - Brown, Mill Road, Pemberton, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This guide represents an annotated listing of print and nonprint materials that would help individuals better understand and appreciate students who have disabilities. This resource would be helpful to paraprofessional personnel. Volumes I and II are available.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Prescriptive Materials Retrieval System (PMRS)
2. Date Material was completed _____
3. Type of material:
- | | | | | |
|---|---|--|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | <u>search and</u> ☐ | | |

4. Discipline Area: retrieval system for instructional materials.
- | | | |
|---|--|-----------------------------------|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area: |
| Business and Office Education ☐ | Job Placement ☐ | <u>Index of about 10,000</u> |
| Career Education ☐ | Technical Education ☐ | <u>educational materials from</u> |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | <u>200 publishers</u> |
| Distributive Education ☐ | Vocational Education (general) ☐ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other _____ | |

5. INTENDED FOR USE BY: _____ Student X Teacher (Diagnosticians) Administrator _____
- STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped (all)
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Winch Research Staff
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) B. L. Winch and Assoc. Estates, CA
Address 45 Hitching Post Drive, Bldg. 2D, Rolling Hills Zip Code 90274
10. Availability: ☒ For sale at \$ 3500.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). See name of developer above.

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Each set: 33 descriptor dictionaries, materials and publishers guides, descriptive analysis sheets, descriptor cards, card file (manual). Computerized components differ-- total cost \$5360. An easily manipulated system for quick location and identification of instructional materials to fit student needs; available in either manual or

Continued

computerized format. Indexing is done around 418 descriptors found in dictionary which can be overlaid to eliminate inappropriate materials. Each referral leads to a descriptive analysis sheet which gives a 1½ page description of an applicable product. Includes print materials and multi-media kits, with update for current school year.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Publisher Source Directory, Third Edition

2. Date Material was completed April, 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>catalog</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other _____ ☐

Content within Discipline Area:

Sources are identified for

all discipline areas

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Revision by National Center verification with each individual producer, publisher and distributor listed in previous edition.
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) National Center on Educational Media & Materials for the Handicapped
Address See source below. Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Information Services, Catalog, National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The Publisher Source Directory is an alphabetical listing of more than 1600 publishers, producers, and distributors of educational materials for special needs populations. Under the name and address of each entry, the major product line, the types of instructional aids, devices, and media that each publishers, produces, distributes,

Continued

sells, rents or loans. The National Center anticipates that this directory will be updated periodically. This reference tool should be of particular value to special education teachers, information specialists, administrators, curriculum specialists, related personnel, and parents. Seventy-four categories of instructional materials are identified by code and definition.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Specific Guidelines for Teaching Exceptional Children
2. Date Material was completed 1966

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐
Business and Office Education ☐
Career Education ☐
Cooperative Education ☐
Distributive Education ☐
Guidance ☐
Health ☐
Home Economics ☐

Industrial Arts ☐
Job Placement ☐
Technical Education ☐
Trade and Industrial Education ☐
Vocational Education (general) ☐
Vocational Education (Admin.) ☐
Vocational Education (Teacher Edu.) ☐
Other ☐

Content within Discipline Area:

Trainable Retarded
Educable Retarded
Physically Handicapped
Children and Youth with
Communicative Disorders
Visually Handicapped

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☐ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped

6. Grade level: Adult

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Committee at State Dept. Level, Special Education Personnel
(Author(s), committee, etc.)

8. Validation procedure(s) used: Field Test

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Special Needs Section - State Dept. of Education

Address Special Needs Section, State Office Bldg., Montgomery, Alabama Zip Code 36130

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☒ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Mr. Fred Wells, Instructional Materials Unit,

Bell Street Library and Media Center, Montgomery, Alabama 36130

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Consists of specific Guidelines for Teaching Exceptional Children. The guide
provides teachers with activities and suggestions for working with students
having needs cited in the discipline areas.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material To Serve Those Who Are Handicapped
2. Date Material was completed Revised Edition 1975
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Covers all discipline</u>	Content within Discipline Area: <u>Comprehensive guidelines</u> <u>to assist in implementing</u> <u>optimum services to the</u> <u>physically and mentally</u> <u>handicapped.</u>
--	--	---
5. INTENDED FOR USE BY: Student X Teacher X Administrator
 STUDENT TYPE: Regular Disadvantaged X Handicapped (All Types)
6. Grade level: 1-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Committee and Authors
 (Author(s), committee, etc.)
8. Validation procedure(s) used: Interim Tryout with students in Illinois
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) C. L. Olson Szoke and S. Vest, Technical Education Research Center/Midwest
 Address P.O. Box 2513, Station A, Champaign, Illinois Zip Code 61820
10. Availability: ☐ For sale at \$ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No.)
☐ Loan copy available. ☐ Microfiche copy available per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address).
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed for the planning and implementing of a comprehensive program for serving the handicapped with "how to" information included. Sections include: Procedures for Identifying and Recruiting; Organizational Structure and Policy Guidelines for Program Implementation; Staff Selection and Inservice Training; Policies and

Continued

Procedures for Counseling Services; Program of Vocational Assessment;
Procedures for Support Services; Procedures for Implementing Vocational
Skill Training Programming; Procedures for Job Observation Programs;
Procedures for Developing Prevocational Laboratories; Procedures for
Developing Work Experience and Cooperative Programs; and Procedures for
Developing Placement Services.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Training manual for a Competency-Oriented Individualized Program for Special Education Supervisors, 1972-75.
2. Date Material was completed 1976
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>All areas of education</u> <u>for exceptional children</u>
--	--	---
5. INTENDED FOR USE BY: ☐ Student ☐ Teacher ☒ Administrator
 STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: all levels
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authors
 (Author(s), committee, etc.)
8. Validation procedure(s) used: N/A
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) John D. King and Ben M. Harris
 Address See source name. Zip Code _____
10. Availability: ☒ For sale at \$? per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Texas Education Agency and College of Education, University of Texas, Special Education Supervisory Project, University of Texas, Austin, TX
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Developed to meet the individual educational needs of people preparing to become supervisors of special education, this manual is competency-based and intended to serve as a source book for persons in need of step-by-step procedural aids for managing a leadership training program. It calls attention to the various roles

Continued

of supervisors and the importance of competency-guided instruction and individualization of their training programs. Topics covered include field experiences and independent study activities; definition of competencies, evaluating critical competency statements, distinguishing characteristics, critical competency domains; basic program components, expectations, and time allocations, formal course component, program relevance and use; instructional resources, computer assisted instruction, management information systems; competency assessment system, instruments and sequence, and job expectations Appendix list critical competencies, documents, and materials; Report of National Study of Critical Competencies is included. (Physical description - 8 1/2 x 11" wire-stitched, taped: paperback: 172 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material The PEG Program, Paraprofessional Training in Special Education
2. Date Material was completed 1978
3. Type of material:
- | | | | | |
|---|--|---|--|---|
| evaluation instruments ☐ | teaching guide ☒ | curriculum guide ☐ | planning guide ☒ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | <u>training</u> ☒ | | |
4. Discipline Area:
- | | | |
|---|---|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:
<u>Paraprofessional training</u>

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☐ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☒ | |
| Home Economics ☐ | Other ☐ | |
5. INTENDED FOR USE BY: ☒ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 7-14
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): By personnel at Burlington County College - supported by grant from Division of Vocational Education
(Author(s), committee, etc.)
8. Validation procedure(s) used: Field test
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Dept. of Education, Div. of Voc. Ed.
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan Availability unknown - write to source
Source (Name and address). Social Science Division, Burlington Co. College
Pemberton - Browns Mills Road, Pemberton, NJ 08068, (609) 894-9311, Ext. 227
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The program was developed in the interest of handicapped youth who have been or are being integrated into the regular classrooms in New Jersey. The training program is designed for use by students who are interested in employment in human services, instructional aides now serving in special education classes,

Continued

regular classrooms or vocational education, and individuals employed in private or public agencies. The PEG program offers pre-service, inservice and parallel training in special education services. The time frame needed is one 14-week course.

The tools included in the PEG program are:

The Overview of PEG program

The For You Program

The Needs Assessment Battery

The Skilltexts

The Skillbank

The Model IEP - Student Manual

and a handbook for the College Facilitator

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Training Programs and Placement Services
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐ ☐	planning guide ☐ bibliographies ☐ filmstrips ☐ pictures ☐ resource directory ☐	student material ☐ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Special services for</u> <u>handicapped (severe)</u>	Content within Discipline Area: <u>Training programs</u> <u>Placement programs</u> <u>Severely handicapped</u> <u>Summary descriptions</u> <u>National scope</u>
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5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
 STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: 9-12, Post-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Judith A. Appleby
 Address Olympus Publishing Co. (address below) Zip Code _____
10. Availability: ☐ For sale at \$ 16.95 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Olympus Publishing Co.
1670 East Thirteenth St. South, Salt Lake City, Utah 84105
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This resource directory of national scope contains 152 summary descriptions of vocational training programs, placement services, and sources of information for and about the severely handicapped. While most of the agencies and services listed are mainly for individuals so severely handicapped that they could not

Continued

be accommodated in mainstream situations, many could provide information useful in planning modifications for less severely handicapped individuals. Hardback - 338 pages

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Education Curriculum Materials for the Handicapped
2. Date Material was completed _____
3. Type of material:
- | | | | | |
|---|---|---|--|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☒ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|---|---|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:
<u>all disciplines</u> |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☐ | Vocational Education (Admin.) ☒ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☒ | |
| Home Economics ☐ | Other _____ | |
| | | |
| | | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Compilation of Abstracts resulting from search of ERIC
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Southeast Network for Curriculum Coordination, SNCC
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☒ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Southeast Network for Curriculum Coordination
Research and Curriculum Unit, Mississippi State University, Mississippi State, MS 39762
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11" perfect paperbound; 75 pages. Titles and descriptions of materials listed in this publication are the result of a search for curriculum materials for the handicapped conducted by SNCC through the Mitchell Memorial Library at Mississippi State University. The search was confined to the Education Resources Information

Continued

Center (ERIC) and the Abstracts of Instructional/Research Materials data bases using the following descriptors: vocational education, vocational rehabilitation, curriculum, educable mentally retarded, orthopedically handicapped, perceptually handicapped, visually handicapped, physically handicapped. Contents consists of reproductions of selected printouts from this search.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Education for the Handicapped: A Review
2. Date Material was completed 1977
3. Type of material:
- | | | | | |
|--|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☒ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|--|---|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other ☐ | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
- STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: all
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Marc E. Hull
Address Texas A&M University, College Station, TX Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). The ERIC Clearing House on Career Education, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A very good publication that includes a review and synthesis of programming and techniques useful in providing vocational education to handicapped secondary and post-secondary school students. Both information and suggestions are included.

CURRICULUM MATERIAL ABSTRACT

Title of Material Vocational Education Resource Materials/Handicapped and Special Education

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

Materials dealing with specific skill area.

Materials about a specific handicap.

Notes specific kinds of materials.

5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator ☐

STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☒

6. Grade level: Adult

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Tindall, Lloyd W.; Lambert, Robert H., Wisconsin Vocational Studies Center
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Wisconsin Vocational Studies Center, University of Wisconsin-Madison
Address 321 Old Education Bldg., Madison, Wisconsin Zip Code 53706

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Wisconsin Vocational Studies Center, University of Wisconsin, 321 Old Education Building, Madison, Wisconsin.

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

The publication presents materials assembled by a coding system for identifying materials for Handicapped and Special Education. The system is a combination of the Office of Education Curriculum Codes and ERIC descriptors. The code gives specific reference to handicapping conditions as identified by the Office of Education with digits representing the skill areas, type of handicap, and the type of materials such as curriculum, instructional materials, etc.

DISADVANTAGED

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Breakthrough for Disadvantaged Youth
2. Date Material was completed 1969

3. Type of material:

- | | | | | |
|--|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☒ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |

4. Discipline Area:

- | | |
|---|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ |
| Business and Office Education ☐ | Job Placement ☐ |
| Career Education ☐ | Technical Education ☐ |
| Cooperative Education ☐ | Trade and Industrial Education ☐ |
| Distributive Education ☐ | Vocational Education (general) ☒ |
| Guidance ☐ | Vocational Education (Admin.) ☐ |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ |
| Home Economics ☐ | Other <u>pre-vocational</u> ☐ |
| | <u>programs</u> |

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ Handicapped

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Department of Labor, Manpower Administration
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). U. S. Government Printing Office, Washington, DC

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This book describes successful concepts and procedures used to provide manpower services to disadvantaged youth. Writers were selected to develop chapters in this book. Topic areas include impact on the community, testing, counseling and supportive services, pre-vocational and vocational training programs and job placement,

Continued

creation and development. This book should be used as a supplementary resource for teachers working with disadvantaged students. (256 pages)

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guidelines for Methods and Techniques of Teaching Disadvantaged Students
2. Date Material was completed June, 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Methods and Techniques</u> ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
--	--	--

for Teaching Disadvantaged Students
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
 STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ Handicapped
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 adult, etc.)
7. Development procedure(s): Educators and graduate students in Vocational and Technical Education at VA Polytechnic Institute. Directed by N. Alan Sheppard and D. Lanette Vaughn
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Div. of Voc. and Tech. Educ., College of Educ., Blacksburg, VA
Address and Div. of Voc. Ed., State Dept. of Ed., Richmond, VA Zip Code 23216 24061
10. Availability: ☒ For sale at \$ 4.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Harry L. Smith, Public Information and Publications,
State Department of Education, Richmond, Virginia 23216
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Identifies the characteristics of disadvantaged students and methods and techniques of teaching the same. A practical and usable guide for teachers. Includes section on individualized instruction. (89 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guidelines for Methods, Techniques of Teaching Disadvantaged Students.
2. Date Material was completed June, 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☒ Other ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
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5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
 STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ Handicapped _____
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division of Vocational and Technical Education
 Address VPI and State University Zip Code _____
10. Availability: ☒ For sale at \$ 4.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address) Public Information and Publications
State Department of Education
Richmond, Virginia 23216
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The purpose of this material is to provide vocational educators with suggested teaching techniques found to be successful in teaching the disadvantaged student. It includes definitions, methods and techniques.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Perspectives in Education of Disadvantaged Children: A Multidisciplinary

2. Date Material was completed Approach c 1969

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☒	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other _____

Content within Discipline Area:

Content potentially
applicable to all
discipline areas

5. INTENDED FOR USE BY: _____ Student X Teacher _____ Administrator

STUDENT TYPE: _____ Regular X Disadvantaged _____ Handicapped

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Series of Articles by Experts

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Milly Cawles (Editor) University of Georgia, et al

Address not applicable Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). International Textbook Company

Scranton, Pennsylvania 18515

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

(5 x 8", paperback; 314 pages) Edited by a professor in the College of Education,
University of Georgia, this book consists of a series of articles by experts
in several fields touching on the effects of poverty and cultural deprivation
on children and youth, linked with summaries by the editor. Topics include

Continued

where poor children are found and who they are, anthropological concepts relating to educational needs and problems of poor children, practical discussion of an actual family by a social worker, results of discerning inquiry into the health of children in poverty areas; physical, social, emotional, and cognitive characteristics of such children; the many variables that must be considered in assessing the intelligence of such children; most current projective tools and techniques used by trained psychologists, such as Rohrschach, figure drawing, and thematic apperception tests; how to help such children face problems that may engulf them in their emotional and psychological world; language characteristics of such children; need for emphasis on practice rather than theory in guidance; reasoning behind preschool programs; parental involvement and teacher training; areas in which further research and exploration are needed, including positive aspects of the disadvantaged and environmental variables.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Related Training for Special Students (Teachers Guides)
2. Date Material was completed 1968

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>See titles in General</u> <u>Description, #11 below</u> <u>for applicability.</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ Handicapped ☒

6. Grade level: 9-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author with input from selected educators and community agencies.
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Mary Shipe, Special Needs Instructor
Address N/A Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Vocational-Technical Education, Program Services
Tennessee State Board of Vocational Education, Nashville, TN 37219

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A practical resource designed for use with potential high school dropouts, slow or reluctant learners, the economically disadvantaged, the culturally-deprived, and the nonachiever. Section I focuses on equipment and materials for use with special needs students and identifies for the teacher the objectives, and introduction.

Continued

resources needed and the steps involved in using each in the classroom. Examples of these items are the Language Master Controlled Reader, Tachistoscope, and SRA Reading Laboratory.

Section II is a valuable compilation of the many forms needed for success in daily life. The forms (job application, social security applications, bank deposit tickets) are incorporated into units with the following titles:

- .My Goal in Life
- .Personality
- .Getting Along with Others
- .The Job Application
- .The Job Interview
- .Job Performance
- .Business and Commercial Applications
- .Driving
- .Well-balanced Meals
- .Medical Charts
- .The Bank Account
- .The Budget
- .The Pay Check
- .The Newspaper
- .The Telephone
- .The Postal Service
- .Family Life
- .Community Life; State Live; American Life

Each of the Units is structured by the following outline: Title; Objectives; Vocabulary Improvement; Exercises; Discussion; and Tips for Instructors. With updated forms, the exercises have high potential for use in various vocational education courses.

EDUCABLE MENTALLY RETARDED

CURRICULUM MATERIAL ABSTRACT

1. Title of Material A Review of Related Literature Concerning Components of Systems and Studies that Impact on the Identification and Selection of EMR's and Slow Learners for Vocational Programs

2. Date Material was completed May, 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Manual</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☒	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other _____

Content within Discipline Area:

All discipline areas

Special Education Personnel

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (EMR's, Slow Learners)

6. Grade level: All levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Commercial Evaluation Systems Review
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Research and Curriculum Unit for Vocational Education

Address See "Source" below Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Research and Curriculum Unit for Vocational Education and Technical Education, Mississippi State University, Drawer DX, Mississippi State, Mississippi 39762

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

The manual is an annotated bibliography of the literature as related to EMR's. It is intended to serve as a resource document for vocational educators and special education personnel charged with the responsibility of identifying and selecting those mentally handicapped students (EMR's) in their school district who are best suited "for Mainstreaming into regular vocational programs."

CURRICULUM MATERIAL ABSTRACT

1. Title of Material (PUB. #0019) A Secondary Education Curriculum For Educable Mental Retarded Students
2. Date Material was completed September, 1975
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☒ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other _____	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
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5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator
- STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped EMR
Learning Disabled
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Statewide curriculum development project conducted by NJ Curriculum Management Center., Author is Leah Skinner, Cherry Hill H.S., West Ch Hill, N.J.
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Dept. of Educ., Div. of Voc. Education, Bureau of Occupational Research Development.
Address Trenton, NJ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address) Voc-Tech. Curriculum Laboratory
Rutgers - The State University, Bldg. 4103 - Kilmer Campus
New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed for Special Education teachers to use as a guide in aiding special needs students. Covers the curriculum areas of reading, mathematics, English and work preparation. Provides behavioral objectives, solutions, activities and evaluations. Includes a glossary of possible occupations for EMR students as identified by the U.S. Office of Education. An excellent resource for teachers of eighth and ninth graders setting up remedial classes in reading, math and English.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Exemplary Pre-vocational Programs for Educable Mentally Retarded in Mississippi

2. Date Material was completed 1977

3. Type of material:

evaluation instruments ☒	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other <u>pre-vocational</u> ☐

Content within Discipline Area:

A prevocational orientation
program concerning areas
listed in item 11.

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☐ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped

6. Grade level: 7-9

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): Author

(Author(s), committee, etc.)

8. Validation procedure(s) used: Field test/Revision (30 schools)

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Francis G. Malone

Address R/CU, College of Education (VTE) Mississippi State Zip Code

10. Availability: ☒ For sale at \$ 40.00 per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No.)

☐ Loan copy available. ☐ Microfiche copy available per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Research and Curriculum Unit for Vocational-Technical Education, College of Education, Mississippi State University, Mississippi State, MS 39762

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Consists of the following "miniunits": (1) Plastics, (2) Stitchery, (3) Wood-working, (4) Fabric Printing, (5) Disassembly/Assembly, (6) Plumbing, (7) Horticulture, (8) Ceramics; and, (9) Weaving. The "miniunits" provide exploratory experiences and training for the EMR to determine if the student is capable of

Continued

further vocational training, train the student for basal skill occupations, and also to determine if the student is to be considered a poor risk for further occupational training.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guide for Resource - Regular Class Programs Serving EMR Pupils
2. Date Material was completed 1973
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Guide for</u>	
	<u>mainstreaming EMR's</u>	
5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator -Program planners
STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped (All) ☒
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Staff of Division for Exceptional Children, NCDPI
(Author(s), committee, etc.)
8. Validation procedure(s) used: Review by resource teachers and other practitioners in
(Jury or panel, interim tryout w/students to aid revision; field test of revised versions, etc.) field.
9. Name(s) of Developer(s) Div. for Exceptional Children, NC Dept. of Public Instruction
Address Education Building, Raleigh, NC Zip Code 27611
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Division of Information and Publications, State
Department of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", stapled, paperback; 13 p. The paramount importance of the teacher's relationship to the pupils and the cooperation of resource teachers, administrators, and the classroom teacher in planning adaptations for EMR pupils is emphasized in this planning guide. The resource teacher provides any special instruction that

Continued

the EMR pupils may need, based on their individual needs, while the classroom teacher assumes the primary role, facilitating the mainstreaming concept. It is pointed out that this program does not attempt to bring the performance of the EMR pupil up to normal grade level but that the success of the instructional program should be evaluated in terms of the carefully planned adaptive program objectives for the specific pupils involved, with the resource teacher serving as the primary advisor on the realistic expectations for the EMR students. Forms for program evaluation of the program are included in the final section.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mildly Handicapped: Consumer Education, Secondary Level

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☒	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☒	Trade and Industrial Education ☐
Distributive Education ☒	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____

Content within Discipline Area:

Consumer Education

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped

6. Grade level: 7-12

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

Development procedure(s): Information taken from the NIMIS data base

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Same as source

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Information Services, National Center, Educational Media and Materials for the Handicapped, Ohio State University, Columbus, OH 43210

(614) 422-7596

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Included is a representative rather than all-inclusive or comprehensive bibliography of consumer education materials related to the mildly handicapped.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mildly Handicapped: Mathematics, Secondary Level
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Mathematics</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Information taken form the NIMIS data base
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Same as source
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Information Services, National Center, Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210
(614) 422-7596
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Included is a representative rather than all inclusive or comprehensive bibliography of materials related to the mildly handicapped.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Mildly Handicapped: Money Management, Secondary Level
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Money management</u> _____ _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☒	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☒	Trade and Industrial Education ☐	
Distributive Education ☒	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: 7-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Information taken from the NIMIS data base
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Same as source
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Information Services, National Center, Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio 43210 (614) 422-7596
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Included is a representative rather than all inclusive or comprehensive bibliography of money management materials related to be mildly handicapped.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material One Hundred and One Practical Activities for Classes of Pupils who Are Retarded.

2. Date Material was completed C - 1972

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	"idea book" ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other ☐

Content within Discipline Area:

Content has potential

application for all

discipline areas

5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator ☐

STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped (retarded) ☒

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Alpha Brown, Teacher

Address N/A

Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address) Frank E. Richards Publishing Co., Inc.

215 Church Street

Phoenix, NY 13135

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

5 1/2 x 8 1/2", paperback; 94 pages. Written by a veteran teacher of retarded children, this handbook offers activities for classes of trainables, for elementary classes, for high school classes; food for thought; independent activities for pupils who cannot read; 33 ways to make a special class an integral part of the school;

Continued

recordkeeping; equipment for trainable classes; materials for elementary and high school special classes; useful suggestions; art ideas; recommended teaching material for retarded of elementary school chronological age and for those of high school chronological age, and additional lists of teaching materials in the appendix. Although most of the activities are for entire classes of retarded pupils, most of the suggestions and materials could be adapted for use in mainstream situations.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Planning Guide on Secondary Programs for Educable Mentally Handicapped
2. Date Material was completed March, 1979
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
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5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒
 STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: Secondary
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Review by practitioner in field
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division for Exceptional Children, Dept. of Public Instruction
 Address Raleigh, NC Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Division of Information and Publications, State Dept. of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2"x11" saddlestitched; 20 p. It is essential that a systematic school/community planning process be developed in order to provide effective programs and services for the EMR, the authors hold. Procedures must comply with state regulations as well as federal guidelines. Planning requires a needs assessment, identification

Continued

of resources, development of individual plans for each student, determination of appropriate supportive school and community resources, implementation of programs and services, evaluation of students, programs and services, and modifications of programs and services based on evaluations are basic phases in development of programs for EMR. Whenever possible, basic academic instruction should be correlated with occupational experiences. Cooperative/work study programs can be worked out to accommodate needs of the educable mentally retarded. Usefulness of the curriculum content to individual students is a primary criterion for EMR programs.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Project to Train and Employ the Handicapped

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____

Content within Discipline Area:

Survival skills

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: 6-12

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Teacher counselors cooperating with employer supervisor
(Author(s), committee, etc.) to develop an individual curriculum for the student.

8. Validation procedure(s) used: Tryout with students
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Opelika City Schools, John W. Jackson

Address Post Office Box 2469, Opelika, Alabama Zip Code 36801

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Same as Developer.

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This project proposed finding a way to put the educable mentally handicapped to work and keep them employed. The proposal's assumptions are (1) that the educable mentally handicapped want to learn and work, and that they can and will develop pride in accomplishment and a sense of responsibility when provided

Continued

with an encouraging learning environment and learning opportunities within their capabilities; (2) that private enterprise is willing to support its contention that individuals who want to can earn their own support in the private sector, thus limiting the necessity for welfare programs. The project proposes a cooperative undertaking by public schools and employers in the community whereby handicapped students are tentatively placed on jobs in which they will continue after graduating. They are taught by both school and employer the knowledge, skills, and attitudes required to perform satisfactorily and profitably. Teacher counselors cooperating with an employer-supervisor will develop an individual curriculum for each student built around his job requirements so that most instructional activities will take place on the job and in the community. Students will also learn survival skills; caring for themselves, handling money, utilizing community services. An inservice program will help regular teachers better understand, accept, and work with handicapped students. (Author/MCC)

* Validated

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Teaching the Slow Learner in the Regular Classroom

2. Date Material was completed copyright - 1971

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☒
Health ☐	Vocational Education (Teacher Edu.) ☒
Home Economics ☐	Other ☐

Content within Discipline Area:

All Disciplines

"Accommodating the Slow

Learner in the Regular

Classroom Setting"

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped ☐ Slow Learner

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Edwin A Gaddis, Assistant Superintendent

Address Ottawa (Ill.) Public School Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Fearon Publishers, Inc., Education Division

6 Davis Drive

Belmont, California 94002

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

8 1/2 x 5 1/2", paperbound, perfect binding; 99 p. Slow learners are really
educable and can be greatly benefited by inclusion in the regular classroom
program, the author contends. Socialization of the retarded is impeded by
segregation, and there is no "typical" slow learner, he maintains. Slow learners

Continued

because of their handicaps, need love even more than "normal" children. Furthermore, they can develop creativity and freedom within the limits of their abilities. Lagging behind the rest of the class impairs the slow learner may develop an increasingly poor self-image. Too bright to be placed in an EMR class, he* gradually falls more and more behind. Neurological and socioeconomic factors may play a part, but this is not the concern of the pupil. Slow learners do not need to have attention called to their special inabilities. These and many other observations make this a thought-provoking book for both teachers and program planners. A lengthy list of materials pertaining to the slow learner is included in the final chapter.

* Reflects 1971 unconsciousness of sex-biased language.

EMOTIONALLY HANDICAPPED

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Emotionally Handicapped Pupils: Developing Appropriate Educational Programs
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☒ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☒ Vocational Education (Admin.) ☒ Vocational Education (Teacher Edu.) ☒ Other ☐	Content within Discipline Area: <u>As a reference, has</u> <u>content applicable to</u> <u>all discipline areas</u>
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5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator
 STUDENT TYPE: Regular Disadvantaged ☒ Handicapped (Emotionally - handicapped)
6. Grade level: (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authored by Staff of the Div. of Exceptional Children, SDPI
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division of Exceptional Children, North Carolina SDPI
 Address See source below Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Division of Information and Publications, State
Department of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11, paperback, stapled; 95 pages. Serious emotional handicaps require careful differential diagnosis and a carefully preplanned program. There are various symptoms and decided behavioral differences among emotionally disturbed children, but they all show immature or inappropriate behavior under normal

Continued

conditions that is not explained by intellectual, sensory, neurophysical or general health factors. The behavior pattern must be of sufficient duration, frequency and intensity to warrant intervention; it does not cover temporary behavioral disturbances or social maladjustments. As a persistent and deep-seated condition, the emotional handicap requires a systematic approach involving identification, screening, referral, assessments, and placement. Service delivery models are described, including program development, engineered classroom, developmental therapy, and the individual education program. Techniques for managing the inappropriate behavior of such children, and the importance of parental involvement and supportive of liaison services are emphasized.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Identifying and Programming for Exceptional Children: Focus on Emotionally handicapped
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐		proceedings of institute on programming	
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin) ☐	
Health ☐	Vocational Education (Teacher Edu) ☐	
Home Economics ☐	Other ☐	
☐ <u>all areas of exceptionality</u>		
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped (All)
6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Staff of DEC/NCS DPI
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division for Exceptional Children, NC Dept. of Public Instruction
Address Education Building, Raleigh NC Zip Code 27611
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). See above.
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", stapled, paperback; 117 pages. Proceedings of a summer institute held in North Carolina in June and August 1977, this set of original papers by a diverse group of experts in the field covers a wide range of topics. Speakers include A. J. Pappanikou of the University of Connecticut, Henry W. Morrow and Alan Coulter of

Continued

the Texas Regional Resource Center, Robert Algozzine of the University of Florida, Arne Gray of Chapel Hill, NC, and Tony Beardsley of the Rutland Center, Athens, GA. Topics included a team approach to working with EH children; nature and scope of the problem; adaptive behavior; a diagnostic-prescriptive approach to assessment and programming; interviewing skills; life-space interviewing; adaptive aspects of nonadaptive behavior; program alternatives in the engineered classroom; developmental therapy; Division TEACCH, a network of public school services for the autistic child and his family; therapeutic camps; and psychiatric hospital programs.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Resources for Emotionally Handicapped Children in North Carolina
Wright School, Durham, NC
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>Emotionally</u> <u>handicapped</u>
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5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator ☐
 STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☒
6. Grade level: all
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Staff of Wright School and Division for Exceptional
(Author(s), committee, etc.) Children SDPI
8. Validation procedure(s) used: Panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Staff members of Wright School
Address Wright School - Durham, NC Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). North Carolina Department of Public Instruction -
Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This listing of resources for EH children was produced because a full continuum
of coordinated services is necessary for appropriate diagnosis, education,
and treatment of emotionally disturbed children and youth. Such resources
are not fully available in most communities, hence the need for this listing

Continued

for teachers, mental health personnel, guidance staff, and others dealing with emotionally disturbed children. It is not presupposed what every student will need reference to any or several of these agencies, but it is held that personnel dealing with EH students should be aware of the resources available, including residential hospitals and schools, therapeutic group homes, children's homes, emergency care homes, camps for the emotionally handicapped, out-of-state resources nearby, regional child specialists, and community resources. (Physical description - 8 1/2 x 11", plastic comb bound, 117 p.)

GIFTED

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material EXCELLENCE Program

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☒	teaching guide ☒	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Program</u> ☐		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Description ☐	Content within Discipline Area: _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐		
Career Education ☐	Technical Education ☐		
Cooperative Education ☐	Trade and Industrial Education ☐		
Distributive Education ☐	Vocational Education (general) ☒		
Guidance ☐	Vocational Education (Admin.) ☐		
Health ☐	Vocational Education (Teacher Edu.) ☐		
Home Economics ☐	Other _____ ☐		

5. INTENDED FOR USE BY: _____ Student _____ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Gifted/
Talented

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Jack Mann
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Ramsey Alternative High School
1800 13th Avenue, South
Birmingham, Alabama 35205

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
EXCELLENCE is an innovative program designed to challenge talented and gifted
Birmingham high school students and to increase their awareness and involvement
with their community. Students are involved, on a voluntary basis, in the program
for a six or twelve week period. Up to 100 students per trimester are selected

Continued

based on intelligence, reading ability, teacher and counselor recommendations, leadership potential, and student interest. Students are housed at Ramsay Alternative High School and maintain regular academic development through a flexible schedule of academic maintenance seminars and individual assistance from staff members. This component is designed to facilitate the students' programs of research and community interaction. Individual student-staff contracts of 60-120 hours in their chosen field of interest provide the basis for planning, implementation and evaluation of all program components. Community resources and facilities are utilized. An Adult Advisory Council works with the program, and public awareness is increased through brochure distribution. Coordinators and facilitators working with the program are skilled in research techniques, individualization, and public relations. The Watson-Glaser Critical Thinking Appraisal (copy included) is used for a formal student evaluation. A full evaluation report is included. (Author/CRH)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Hands-On Career Exploration for Bright Students
2. Date Material was completed Revised - 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Prevocational for gifted/</u> <u>talented.</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Exceptional</u>	
	<u>Education</u>	
5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator
STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☒
6. Grade level: 9-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): 51 students participated in 3 weeks of field experiences including field trips. Students developed "problems" about occupational requirements, etc.
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Betty J. Stovall, Director Institute for Hands-On Career Exploration
Address Division for Exceptional Children SDE, Raleigh, NC Zip Code 27611
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Division for Exceptional Children, NC Department of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Recognizing that a sizeable percentage of students identified as gifted and talented do not prefer or are not able to continue through preparation for an academically grounded professional career, designers of this project concentrated on providing experiences and activities which would extend the students'

Continued

awareness of the possibilities of a wide variety of careers not requiring college degrees but requiring various levels of vocational/technical training, some beyond the high school. Finding a lack of instruments available for appraising the occupational preferences of students, the staff developed its own instrument and system of rating or scoring work knowledge and preference, included in this report. In all, 60 occupations in six clusters represented in the area of the project were studied by students and results of the pre/post assessment using the "Work Temperature Preference Scales" indicated a decided expansion in the occupational awareness of students participating in the stimulating program designed cooperatively by professionals in the fields of gifted/talented education and vocational education. (Physical Description - 8 1/2 x 11", stapled, paperback, 117 p.)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Identification of Academic, Creative & Leadership Talent from Biographical Data
2. Date Material was completed 1974

3. Type of material:
- | | | | | |
|---|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | <u>report</u> ☒ | | |

4. Discipline Area:
- | | | |
|---|---|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☒ | Vocational Education (Admin.) ☒ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☒ | |
| Home Economics ☐ | Other ☐ | |

Content within Discipline Area:

Identification of Gifted and Talented Students

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (Gifted & Talented)

6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): See next page.
(Author(s), committee, etc.)

8. Validation procedure(s) used: See next page.
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) The Institute for Behavioral Research in Creativity
Address Salt Lake City, Utah Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Division of Information and Publications
State Dept. of Public Instruction, Education Bldg.
Raleigh, NC 27611

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11" stapled paperback, 62 pages. Awareness of the cultural bias and other limitations of standardized intelligence and achievement tests in identifying the gifted and talented prompted initiation of this foundation-funded project to design an instrument which would more reliably indicate talent and leadership potential.

Continued

7. Administration of Biographical Inventory to students already identified by complex interview, GPA, recommendation process as gifted and talented; demography in other respects representative of student population at grade levels.
8. Comparison with results of previous studies by IBRIC and with results of complex screening processes for students in sample.
11. Using items from a Biographical Inventory developed by the Institute for Behavioral Research in Creativity, Salt Lake City (IBRIC), researchers surveyed a sample of 1086 11th and 12th graders from North Carolina schools who had already been identified as gifted and/or talented. Results confirmed IBRIC's previous findings that biographical inventories are more reliable indicators and less biased culturally than most standardized tests. Comparison with findings from more elaborate screening procedures showed that results of the 300-item multiple-choice inventory closely paralleled their appraisals.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Identification of Gifted and Talented

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Identification of</u> <u>gifted children in a</u> <u>predominantly black</u> <u>population</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: K-6

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): To identify gifted children and establish inservice training
(Author(s), committee, etc.) gifted students.

8. Validation procedure(s) used: Field test
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Hale County Schools, Bobby Wyatt, P.O. Box 360
Address Greensboro, Alabama Zip Code 36744

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Bobby Wyatt, P.O. Box 360
Greensboro, Alabama 36744

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
In recent years, Hale County's education program has been directed toward
remediating basic skill areas for culturally disadvantaged and handicapped
children. Consequently, intellectually gifted and talented youngsters have
been ignored. The general purpose of this project is to retrieve talent

Continued

potential in lower socio-economic and minority group youngsters. State criteria require that children participating in gifted programs have an IQ of 130 or above. However, this project will be concerned with children scoring two standard deviations above the Hale County mean IQ of 86. The specific purposes of the project are: (1) to identify talented and gifted children in a rural, predominantly black population, by providing comprehensive screening, teacher training, and psychological services; (2) to develop a specific model for this type of geographical area for differential education of the talented and gifted. Procedures for accomplishing those purposes include: (1) development of more appropriate criteria for identifying gifted and talented youngsters in rural, predominantly black areas; (2) intensive continual inservice training by qualified consultants for all classroom teachers K-6 on methods of identifying gifted and/or talented youngsters; (3) development during the first year and implementation during the ensuing two years of a curriculum designed for gifted and talented children in culturally disadvantaged areas. (Author/MCC)

* Validated

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Maximizing Human Potential Through the Talent Approach in Teaching

2. Date Material was completed 1976

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
	<u>Recognizing and planning</u>	
	<u>for gifted children</u>	

5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator ☐
(Program planners) ☒ Handicapped (Gifted) ☐
STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped (Gifted) ☐

6. Grade level: 1-14
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____
(Author(s), committee, etc.)

8. Validation procedure(s) used: Review by practitioners in field
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) See below.
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Division of Information and Publications
State Department of Public Instruction, Education Building, Raleigh, NC 27611

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", stapled, paperback; 35 pages. Citing Dr. Calvin Taylor's call to "Be Talent Developers as Well as Knowledge Dispensers" (the title of an article reprinted in this handbook), the author and editor have picked up a number of suggestions derived from experience in special projects for identifying gifted and talented students and

Continued

providing enriched mainstream programs for them. Topics addressed include the history of talent development, target behaviors, painless dissection of a talent activity, a planning activity in metrics, a productive thinking activity, a forecasting activity, relationships between the talents, an evaluation tool for workshops on maximizing human potential, the Multiple Talent Approach (MTA), and the Talents Unlimited project in Mobile public schools. Work of Taylor, Guilford, and Torrance is especially cited by the author, herself the director of a school system program for the gifted and talented.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Participation in a Process: The Governor's School of North Carolina
2. Date Material was completed 1975
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Instruction/learning</u> <u>activities</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator ☐
 STUDENT TYPE: Regular ☐ Disadvantaged ☐ Program Planners ☐ Handicapped ☒ Gifted/secondary ☐
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Betty H. Hobbs and John Tartness, editors: Governor's School Staff
(Author(s), committee, etc.)
8. Validation procedure(s) used: Review by staff of Governor's School
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division for Exceptional Children, NC Dept. of Public Instruction,
 Address Education Building, Raleigh, NC Zip Code 27611
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address) Division of Information and Publications, State Department of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2" x 11", paperbound, stapled; 164 p. Illustrating the objectives of this residential school for gifted and talented students established in 1963, the papers in this collection describe the curriculum orientation of the school. About two-thirds of the pupil's class time is devoted to the area of the pupil's

Continued

special talent. Teaching materials in this area are selected with a view to acquainting pupils with the latest developments in their fields of study. While these program areas are in general education, the strategies used in presenting them are of interest to vocational education teachers. Of particular interest are the papers on science and mathematics and adaptations for the "normal high school." These are related to the socialization of the gifted and talented.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Program for the Gifted and Talented
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☒	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Program</u> ☐		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Description ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐		
Career Education ☐	Technical Education ☐		
Cooperative Education ☐	Trade and Industrial Education ☐		
Distributive Education ☐	Vocational Education (general) ☒		
Guidance ☐	Vocational Education (Admin.) ☐		
Health ☐	Vocational Education (Teacher Edu.) ☐		
Home Economics ☐	Other _____ ☐		
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Gifted/Talented
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Dr. Michael Morton
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) _____
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). 907 12th Avenue, S.W.
Jasper, Alabama 35501
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This project is designed to serve children in grades 6-8 who show outstanding
promise in general intellectual ability, specific academic aptitude, productive
or divergent thinking, leadership and problem solving ability. Students are
encouraged to expand their field of interest, pursue knowledge and skills

Continued

commensurate with their ability, increase their level of thinking, work independently, and to understand/accept their potential and relationship with others. Another program goal is to work effectively with regular classroom teachers and parents concerning each child's particular needs and characteristics. At the beginning of the year, each student is given an interest inventory. This information plus other background data are used to develop an individualized educational plan, which includes content areas. Various instructional methodologies are utilized in a resource setting with the teacher acting as a facilitator of learning. Students also participate in values clarification and feeling activities. Each gifted student spends one day per week in the program. There is the option of returning to the regular classroom for math and/or English if the student needs to do so. Evaluation methodologies and results are described. This program could be adapted/adopted in school systems with specially trained personnel and adequate facilities. (Author/CRH)

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Program for Talented and Gifted Students

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Program</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	

5. INTENDED FOR USE BY: _____ Student _____ Teacher _____ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped Gifted/Talented

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Mrs. Betty Kennedy (Curriculum Supervisor)
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): East Reynolds Avenue
P.O. Box 788
Ozark, Alabama 36360

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Students in grades 1-6 who exhibit high levels of creative and divergent thinking abilities, high curiosity levels and an unwillingness to conform to group pressures are part of a gifted education program. The program is designed to: (1) stimulate intellectual horizons through various learning opportunities; (2) provide an

Continued

instructional format to foster individualized learning opportunities, group interaction, problem solving, and leadership experience; (3) expand students' affective and creative abilities; and (4) encourage goal-setting and investigation of career possibilities. One day a week these students are bused to a centrally located elementary school which contains a child centered learning area and a setting for art, music, games, and dramatics. A day includes: free choice game time; creative writing; and, a free choice of various activities. The program also includes resource people from the community and numerous field trips to further enrich classroom activities. Most school systems could adopt/adapt this program and some of the program aspects could be incorporated into other subject areas. Teachers working with the gifted and talented should have special training in this field and be dedicated to the development of an enriched instructional program that will foster individualized learning opportunities. (Author/CRH)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Project ASCENT--Mainstreaming the Gifted and Talented, Early Childhood
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐ <u>report</u> ☒	planning guide ☐ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☐ directories ☐ 2 x 2 slides ☐ games ☐
---	---	---	--	--
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>Gifted and Talented</u> <u>Mainstreaming</u> <u>Resource Teachers</u> <u>Standard Rating Scales, Gr</u>
--	--	--
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
 STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☐ Handicapped
6. Grade level: K-4
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Descriptive report on operation of existing program
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Shirley Richie, ed., Project ASCENT - Joint project of SEA,
three LEAs in Piedmont North Carolina Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Division for Exceptional Children, State Dept. of Public
Instruction, Education Bldg., Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Sponsored jointly by the state education agency, a state university branch, and
three neighboring LEAs, Project ASCENT uses resource teachers to assist classroom
teachers in mainstreaming students identified as gifted and talented. Topics
covered include procedures used in identifying G&T students, child interviews,

Continued

in-service teacher training, sample enrichment activities in several academic areas, recreational and community service activities, parental and community cooperation, and evaluation procedures using standard scales for rating behavioral characteristics of G&T students (Ranzoulli-Hartman SRBCSS, Kerlinger International and ESVII, Roberta Reilly's child interview techniques), standardized tests, anecdotal records, work samples.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Quest: A Cooperative Commitment to Excellence
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agriculture/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped Gifted/Talented
6. Grade level: 6-8
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Sarah V. Bagwell
Address P.O. Drawer 0, Arab, Alabama Zip Code 35016
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Arab City Schools, Sarah Bagwell, P.O. Drawer 0,
Arab, Alabama
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
"Quest: A Cooperative Commitment of Excellence" involves the Arab, Guntersville, and Marshall County Systems and local community participants in a cooperative effort designed to provide specific instructional and enrichment experiences for gifted and talented. The assumptions underlying this project's goals are:

Continued

(1) Gifted and talented students will develop emotionally and socially more normally when left in the mainstream of education with students of close chronological age. (2) Regular classroom teachers, with proper training, planning, support, and resources, can meet the needs of gifted and talented students. (3) Grades 6-8, the middle school level, constitute a particularly appropriate point of intervention for assisting gifted students with the transition from elementary school to a successful secondary school experience. The two goals of this project are: (1) To develop classroom teachers who are comfortable and knowledgeable when working with gifted and talented students in the regular classroom through inservice training, development of school and community resources and materials, and designing diversified curricula, (2) To develop students to their full potential by offering challenging experiences, special enrichment projects, and an increased awareness of themselves and their abilities. (Author/MCC)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material The Identification and Performance of Talented and Gifted-Tip-Tag
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: 1-5
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Establishment of resources, staff training, group counseling, community involvement.
(Author(s), committee, etc.)
8. Validation procedure(s) used: Tryout with students
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Vestavia Hills City Schools, Susanne Miller
Address 1204 Montgomery Highway, Vestavia Hills, Alabama Zip Code 35216
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Same as Developers
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Contrary to widespread belief, gifted and talented youth cannot ordinarily excel without assistance. In previous special programs, gifted youth have shown remarkable improvements in academic and creative performance; however, there has been little increase in self-understanding and in ability to relate

Continued

well to others. This project, in Vestavia Hills Elementary Schools grades one through five, proposes to implement all these areas of concern. Goals will be met through five major components of the proposed project: (1) the resource room, the focal point of the program, from which the resource teacher of the gifted will work primarily with teachers and counselors; (2) staff training utilizing the expertise of the project director, resource teacher and outside consultants throughout the year; (3) group counseling with the gifted students directed by the counselors to assist students in self understanding and the ability to relate to others; (4) a parent involvement program which makes the parent an integral part of the planning and implementation of the total project; (5) community involvement including a continuous community orientation program and the development of a Community Skills Bank which will make available free resources to provide the kind of enriching education which particularly benefits the gifted and/or talented child. (Author/MCC)

* Validated

LEARNING DISABLED

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material AID: Alternate Instructional Design
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☒	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: 7-8 and high school
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), Committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Nancy Holt, Birmingham Board of Education
Address P.O. Drawer 10007, Birmingham, Alabama Zip Code 35203
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Birmingham City Schools, P.O. Drawer 10007,
Birmingham, Alabama 35203
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Project AID (Alternate Instructional Design) proposes (1) to provide seventh and eighth graders in special education learning disabilities classes with audio materials to facilitate their learning and working in the regular classroom;
and (2) to provide able high school students with an opportunity to learn about,

Continued

accept responsibility for, and experience the satisfaction of becoming facilitators of learning for students with specific learning disabilities. High school students with good quality oral reading skills will tape materials from seventh and eighth grade textbooks and acquire academic credit for their involvement. During the 1977-78 school year, 160 (60 minute) cassette tapes covering textbook and supplementary materials in the social sciences and English literature will be developed and copies provided for each learning disability resource class in the Birmingham City Schools. Guided by the project director, high school students will help develop student worksheets to include high third grade level study questions and follow-up suggestions (Harris Jacobson Readability Formula) to accompany the tapes and, where feasible, will participate in discussing the materials with learning disabled students to assess their reactions to the tapes and to the student worksheets. Taping by both black and white students will facilitate listening comprehension in the listener's own language system. (Author/MCC)

* Validated

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Producer Identification Number

HD 773. 637

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Children With Learning and Behavior Problems
2. Date Material was completed 1978
3. Type of material:
- | | | | | |
|--|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☒ | workbooks ☐ | textbooks ☒ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|---|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☐ | Vocational Education (Admin.) ☒ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☒ | |
| Home Economics ☐ | Other <u>handicapped</u> ☒ | |
| | | |
5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator ☐
- STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped Learning disabilities, EMR, emotionally disturbed. Brain injured, socially maladjusted. ☐
6. Grade level: 14-16
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Author
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) William I. Gardner
Address University of Wisconsin-Madison, Wisconsin Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Allyn and Bacon, Inc. 470 Atlantic Avenue
Boston, MA 02210
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The book is a basic textbook for teachers of children with learning and behavior problems. It could be basic to all teachers. The book covers (1) basic concepts of behavior management, (2) principles and procedures of producing behavior change, (3) development of behavior management programs, (4) applications: influencing

Continued

deficit and excessive characteristics, (5) facilitating behavior change through home-school programs, and (6) supplementary readings and audiovisual materials. Chapter 3. A description of general and specific learning and behavior problems is valuable for every teacher. The remainder of the text perhaps needs to be used as part of a special education program.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material: Educational Assessment of Learning Problems: Testing for Teaching
2. Date Material was completed: 1978
3. Type of material:
- | | | | | |
|--|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☒ | workbooks ☐ | textbooks ☒ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|---|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☒ | |
| Guidance ☐ | Vocational Education (Admin.) ☒ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☒ | |
| Home Economics ☐ | Other <u>handicapped</u> ☒ | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
- STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Learning disabilities
6. Grade level: 15, 16
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authors
(Author(s), committee, etc.)
8. Validation procedure(s) used: panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Gerald Wallace (U. of VA.), Stephen C. Larsen (Univ. of Texas)
Address _____ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Allyn and Bacon, Inc. 470 Atlantic Avenue, Boston, MA 02210
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This book provides assessment strategies for learning disorders found in preschool through adolescent students. It deals with concepts of assessment and assessment techniques teachers might use. The text covers (1) Introduction and overview, (2) principles of educational assessment, (3) a practical approach to assessment,

Continued

(4) ecological assessment, (5) early childhood assessment, (6) spoken-language assessment, (7) word-analysis assessment, (8) reading-comprehension assessment, (9) spelling assessment, (10) written-expression assessment, (11) arithmetic assessment, and (12) career-education assessment. Vocational teachers interested in specializing in these disabilities might well use this publication.

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Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material LD Early Identification Program
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☒	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Learning Disabilities
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) adult, etc.)
- Development procedure(s): Helen Puckett, Project Director
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) _____
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Learning Disabilities Program, 2015 7th Avenue, North,
Guidance Department, Birmingham, Alabama 35203
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A "high-risk learning disabilities (LD) child" demonstrates developmental delays
and may become learning disabled. The needs to identify and serve high-risk
LD children and to develop a format for screening and serving high-risk LD
children are general project goals. Specific learner objectives include:

Continued

progress in language developmental and visual motor skills; inventories of early decoding skills, spatial and temporal concepts related to math; transferring acquired skills to novel settings; and automaticity in using all skills taught. Since learner skills must be reinforced at home, parent education classes meet periodically. Teachers demonstrate kits of materials for parents to use at home with their LD child. Students with an IQ of 85-above on Binet or WISC-R, who meet the state criteria for classification as learning disabled as applied to pre-academic skills, with referral from teachers and/or principals, and parental permission can participate in this program. Though no statistical data are provided, LD students have benefited from this program. Both the program procedures/activities and associated instructional methodologies, equipment and materials are reported. This program could be adopted in kindergartens where there are LD teachers with specialized skills. The project's assessment plan could be utilized in other subject fields. (Author/ CRH)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Learning Disabilities
2. Date Material was completed C-1969; 10th printing 1974
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Content potentially</u>
Career Education ☐	Technical Education ☐	<u>applicable to all</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>discipline areas</u>
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☒	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped (Learning Disabilities)
6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Joint authorship
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) James J. McCarthy and Joan F. McCarthy (Univ. of Wisconsin)
Address not applicable Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Allyn and Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
5 x 8", paperback; 138 pages. "Learning disability" has a number of drawbacks, the authors contend, the chief of which is that the term describes the child's school behavior rather than assigning its cause; they stress the importance of casual diagnosis, etiology, and epidemiology. They also are not advocating

Continued

any one system or point of view, finding that for some disabilities one approach may be appropriate, for others, another; and very often a combination of insights from several points of view is required. It is fallacious to regard the learning disabled as a homogeneous group, as in most respects, deviating children may be quite different while having similar disabilities. Guidelines for the diagnosis and evaluation of deviating children are discussed and illustrative classroom programs described, as well as the activity of parent groups and legislation, with a prophetic "look ahead." The appendix features a bibliography, references, and a list of tests which aid in differential diagnosis.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Learning Disabilities Early Identification Program
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Learning Disabilities</u> _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Birmingham City Schools, Helen N. Puckett, Project Director
(Author(s), committee, etc.)
8. Validation procedure(s) used: Interim tryout with students to aid revision
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Helen N. Puckett, Project Director
Address Learning Disabilities Program, 2015 7th Avenue, N., Birmingham, Alabama
Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): David H. Nettles
Alabama State Department of Education
Montgomery, Alabama 36130
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Presented is the annual report of the seven Alabama state-supported institutions for the mentally handicapped which, through ESEA Title I funding, Revenue Sharing, Pensions and Security and other sources of Federal monies, implemented educational programs for handicapped children in 1976. Part I presents a brief introduction

Continued

to the rest of the report. Part II covers the areas of operations and services, evaluation, dissemination, major problem areas, and relationships with other programs for the handicapped. In Part III each of the seven institutions presents information on the instructional program offered, the services provided, and the evaluation of the Title I project at the institution. Part IV is devoted to the Alabama Institute for Deaf and Blind; attachments provide data in tabular form about the regular program, related services, and test results. Appendix A shows the evaluation format used by the State Department of Education and each reporting institution. Area and topic coverage include: the number of handicapped children served, the means for instructing the handicapped children in Alabama, the impact and results of special instruction, and selected case studies. (MCC)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Learning Disabilities: Educational Strategies
2. Date Material was completed 1973
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>text</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Learning Disabilities -</u> <u>discription and educational</u> <u>strategies</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Learning disabilities</u> ☐	
5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator ☐
 STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☐
6. Grade level: Adult - College
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Author
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) B R Gearheart
 Address University of Northern Colorado Zip Code _____
10. Availability: ☒ For sale at \$ 9.50 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Published by B.C.V., Mosby, Co., 1973
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Surveying the entire field of learning disabilities, Gearheart focuses on what
is most representative of what American educators mean when they refer to LD
children; he does not advocate any particular approach, system, point of view or
educational strategy, recognizes that no panacea exists. Emphasizes that LD child's

Continued

condition is caused by conditions beyond control of normal child-rearing practice and by forces beyond the control of the child; with proper attention, the LD have the potential for normal development and successful school achievement. Topics include evaluation procedures; major educational approaches; specialized techniques, pharmacological and medical approaches; programing in local school districts, and case studies. Appendixes offer printouts of a computer based resource unit response, lists of publishers and suppliers of materials and equipment, federally sponsored special education instructional materials centers, a glossary and an index.
(Physical - Hardback, 7x10", 233 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material MOLD: Mobilization Opportunity for the Learning Disabled*

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Exemplary program</u> <u>of assessment</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped

6. Grade level: _____

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Inservice training workshops, social events and orientation sessions.
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Pike County Schools, Gladys Stephens, Pike County Board of Education, P.O. Box 456, Troy, Alabama Zip Code 36081

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Same as developer

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This project will provide a demonstration center for assessment, diagnostic and prescriptive services for children with learning disabilities undergirded by a strong family involvement component. Families will participate in inservice training workshops, social events, and orientation sessions. Teachers will show

Continued

parents or family members how to help children learn at home. The purposes of the project are: (1) to provide for early identification and assessment of children with learning disabilities and to provide educational therapeutic activities to ameliorate handicaps, where possible, and to better prepare the children for successful participation in all school activities; (2) to provide parents with critical counseling and guidance in guiding their children's lives. Qualified staff from East Central Mental Health will assist school personnel; (3) to provide for this section of Alabama, the State, and rest of the Nation, a feasible, exemplary program of assessment, diagnostic and prescriptive education for learning disabled children from rural areas, to serve as a model for the development of additional programs. In the organizational model, the L.D. child remains in his classroom. The L.D. teacher provides a regular classroom teacher with a diagnostic prescription for the child and assists the regular teacher in implementing the prescription.

(Author/MCC)

* Validated

2:6

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Parent Involvement III

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Project</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Description	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐		
Career Education ☐	Technical Education ☐		
Cooperative Education ☐	Trade and Industrial Education ☐		
Distributive Education ☐	Vocational Education (general) ☐		
Guidance ☐	Vocational Education (Admin.) ☐		
Health ☐	Vocational Education (Teacher Edu.) ☐		
Home Economics ☐	Other _____ ☐		

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped

6. Grade level: _____

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): James Brown

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address): P.O. Box 569

Eutlaw, Alabama

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Parent Involvement III is designed to develop parent skills in educational assistance to handicapped pupils and/or those with learning disabilities. This third year project provides training for 40 participating parents of pupils enrolled in special education class. Topics to be discussed include: "Accepting

Continued

and Coping with Learning Exceptionalities," "The Role of the Parent in the At Home Learning Environment," and "Motivation of Children with Special Learning Disabilities." The parent skill workshops will be complemented by a series of home visitations by the teacher of these children. These sessions will allow the parent to participate with the teachers in developing and implementing at home follow-up activities to the child's school-based learning activities. Demonstration sessions on creating and maintaining at-home learning environments will be conducted for participating parents. Facilities for program implementation will be provided at Eutaw Middle School and Paramount High School. Project information will be disseminated on a bi-monthly basis through The Parin (Parent Involvement) Newsletter. (Author/MCC)

* Validated

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Project MELD (Molding Educ. for the Learning Disabled in the Junior High School)
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other _____	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
--	---	--
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator
- STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Learning Disabled
EMR
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Tuscaloosa County Schools
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Linda Vance, Tuscaloosa County Board of Education,
Post Office Box 2568, Tuscaloosa, Alabama 35401, Phone # (205) 758-0411 Ext. 67
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The primary objective of a learning disabilities program is to provide individual diagnosis and a carefully individualized program to enable a child to overcome his learning disabilities or to develop effective methods of compensating. The Tuscaloosa County Schools has implemented a learning disabilities project in

Continued

order to unite, blend and combine elements necessary for molding education for the junior high school student with average intelligence who demonstrates a significant discrepancy between ability level and intellectual level. The Child Service Demonstration Center, which serves as a demonstration site under Title IV-G, has developed three project components: (1) a learning disabilities program employing alternative educational strategies; (2) an inservice training program for teachers; and (3) the demonstration, dissemination, and replication of the project in other school systems. The inservice component assists teachers in recognizing and contributing to the remediation of learning disabilities, adapting curricula to the diagnosed student needs, and assisting students in becoming aware of a wider range of relevant vocational choices through a classroom and career awareness experiences. Evaluation data (report included) note significant gains in remediation areas and teacher awareness. (Author/CRH)

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Producer Identification Number LC4661 H 285
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Teaching Children with Learning & Behavior Problems (2nd Ed.)
2. Date Material was completed C 1978, 1975
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☒	
Health ☐	Vocational Education (Teacher Edu.) ☒	
Home Economics ☐	Other _____	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped (general)
6. Grade level: 15,16
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Chapters are written by several authors of note in the field
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Donald D. Hammill and Nettie R. Bartel
Address N/A Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Allyn and Bacon, Inc., Longwood Division, 470 Atlantic Avenue, Boston, MA 02210
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
As a comprehensive reference, the book offers practical help, presents information and offers practical help for choosing techniques for diagnosing, assessing, and remediation learning problem in reading, mathematics, spelling, handwriting, language development and perceptual-motor skills. Numerous strategies for managing

Continued

classroom behavior problems are presented and analyzed. In addition to describing and evaluating commercially produced materials and formal programs, the book offers guidelines for developing informal instructional techniques. Also included are extensive references and detailed examples of teaching and testing techniques.

Although aimed at early childhood and elementary educators, this reference contains much specific information of value to secondary vocational educators. The following chapters are particularly recommended for vocational educators.

Chapter 6 - Teacher Strategies for Managing Classroom Behaviors

Chapter 9 - Selecting Educational Materials and Resources

This is a hardback book with 453 pages.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Teaching Educationally Handicapped Children
2. Date Material was completed 1967
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐		conference papers ☒	
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>Teaching practices</u> <u>Behavioral observation</u> <u>Adaptive techniques</u> <u>Training methods</u> <u>Behavioral modification</u> <u>Curriculum modification</u>
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5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
 STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: K-9
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Collection of 22 papers in seven areas by EH teachers, psychologists, and others, presented a conference for teachers of EH children held in California, 1966.
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) John I. Arena, editor, Academic Therapy Publications ser.
 Address Fearon Publishers, 6 Davis Dr., Belmont, CA Zip Code 94002
10. Availability: ☐ For sale at \$ 3.50 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Fearon Publishers (address above, 9)
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 101 pages. Though somewhat outdated in terminology, this collection of papers offers valuable insights into various types of learning disabilities and the special techniques that have been developed by specialists in coping with and/or alleviating handicapping conditions, both perceptual and attitudinal.

Continued

Particular attention is given to adaptations of standard curriculums, though there is little reference to vocational orientation or preparation. Many ideas contained in these papers will, however, be found to have application in the vocational education of the learning disabled or emotionally disturbed. They offer insights into the developmental problems of such handicapped students which should be helpful in planning modifications at the secondary level.

MULTIPLY HANDICAPPED

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Project for the Severe/Profound Multi-Handicapped Students in
Clarke County Schools

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Program</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

description

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped Multi/
Severely/
Profoundly

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Ms. Linda Vice (Special Education Coordinator)
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). P.O. Box 430
Grove Hill, Alabama 36451

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

The overall goal of this activity is to provide a total instructional program
for the multi-handicapped through a cooperative working relationship between the
home and school. Secondary to this goal is to provide individual education
programs and self-help skills as well as to develop curriculum activities based

Continued

on identified student needs. Program components consist of: (1) a home training program for multi-handicapped students and their parents; and (2) a classroom program for the multi-handicapped. As students become involved in the program, the teachers go into the home to work with the students and to counsel with the parents. When students advance to a certain point, they are transferred to the classroom where they are instructed in the I.E.P. (individualized education program) developed by a Child Study Team. Even after the child is placed in the classroom, parent instruction and contact is continued in order to maintain interaction and cooperation between the school and home. Parents are invited into the classroom to participate as volunteers in their child's instructional program. All evaluation data indicate that the program is effective because of the constant home/school interaction. (Author/CRH)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Project Independence - Services for Severely/Profoundly Handicapped

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other <u>Exceptional</u>
	<u>Education</u>

Content within Discipline Area:

Severely and profoundly
handicapped, program
development

5. INTENDED FOR USE BY: _____ Student X Teacher X Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped

6. Grade level: K-6

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____

(Author(s), committee, etc.)

8. Validation procedure(s) used: Tryouts with students

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) John W. Vaughan

Address P.O. Drawer D, Elba, Alabama Zip Code 36323

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☒ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Same as item 9

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

The objectives of Project Independence, a model school program for severely
handicapped students, are: (1) to continue a school-based program involving
development of curriculum and teaching methodology; (2) to develop for each child
an individualized program in the areas of gross motor, fine motor, adaptive

Continued

language and socio-personal skills; (3) to provide parent-training conferences to help the family cope with the problems of accepting and adjusting to the handicapped child; (4) to provide practicum experience for potential students in a teaching area in which limited experience is available; (5) to develop environment for the severely handicapped student; and (6) to provide a model program which offers alternatives to those Alabama School Systems required to provide services. The activities to accomplish these objectives are practical and involve the efforts of all school system personnel in implementation. They include (1) conducting a child-find survey utilizing principals, vocational counselors, school nurse, and other twelve month employees; (2) continuing the school based program for 29 students; (3) developing an individualized developmental curriculum and teaching methodology; (4) providing inservice opportunities for all project staff; (5) developing a parent orientation and counseling program; (6) studying modes of transportation for the severely handicapped; and (7) developing and evaluating instructional equipment and furniture. (Author/MCC)

PHYSICALLY HANDICAPPED

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material A Vision Guide for Teachers of Deaf-Blind Children
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>handicapping conditions</u> <u>and effect on personality</u> _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Visually</u>	
	<u>handicapped</u>	
5. INTENDED FOR USE BY: _____ Student X Teacher _____ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Dr. Marvin O. Efron and Beth Reilly DuBoff
Address See item 10: _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). South Atlantic Regional Center for Services to Deaf-Blind Children and Division for Exceptional Children, N. C. Department of Public Instruction, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Written by a vision specialist and a former teacher of deaf/blind children at the National Center in Washington, this concise handbook offers valuable information on the potential and limitations of such students. Without being unduly technical, it explains the handicapping conditions and their effects on personality,

Continued

how to evaluate visual functioning, techniques and materials for improving visual functioning, and visual development in normal children for comparison. Appendixes offer a glossary, a teachers' guide and screening form for evaluating visual functioning, and a diagram of the eye with explanation of the terms used, as well as a bibliography.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guidance Counseling, and Supportive Services for High School Students with Physical Disabilities
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☒	☒ <u>Counselor's</u>		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Guide ☐	Content within Discipline Area: _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐		
Career Education ☐	Technical Education ☐		
Cooperative Education ☐	Trade and Industrial Education ☐		
Distributive Education ☐	Vocational Education (general) ☐		
Guidance ☒	Vocational Education (Admin.) ☐		
Health ☐	Vocational Education (Teacher Edu.) ☐		
Home Economics ☐	Other ☐		
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped (Physical Disabilities)
6. Grade level: 7-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Foster, Szoke, Rapisovsky, and Kriger
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, MA 02138
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
To assist guidance and placement personnel to identify physical disabilities, coordinate the delivery of services for students, make attitude adjustments, direct students in course selection and job placement, vocational assessment and overall parent involvement, and counseling. Includes list of career development and guidance materials and a list of national organizations with materials available.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Hearing Conservation Guide

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Handbook</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Content potentially</u>
Career Education ☐	Technical Education ☐	<u>applicable to all</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>discipline areas.</u>
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Hearing Assessors</u> ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped (Hearing Impaired)

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____
(Author(s), committee, etc.)

8. Validation procedure(s) used: Review by practitioners in field
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Division for Exceptional Children, North Carolina
Department of Public Instruction, Education Building, Raleigh, NC 27611

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
(8 1/2 x 11", paperback, stapled; 77 p.) Hearing conservation encompasses hearing screening, medical and audiological referrals, and medical and educational follow-up. Although most schools conduct some types of hearing screening, complete hearing conservation services are often lacking. This handbook was developed to assist

Continued

local school systems in developing systems for hearing conservation, which includes identification of individuals with hearing impairments, medical treatment of the ear condition causing the impairment, and provision for rehabilitative services, including vocational education. An ongoing program of public education is also a vital part of any hearing conservation program. Topics include setting up a hearing conservation program, troubleshooting the audiometer, assessing hearing loss, records and reports, medical and educational follow-up, and guidelines for audiometric symbols. Appendixes include several forms and letters to parents.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material It's About Time Physical Disabilities Came Out in the Open: Part
2. Date Material was completed 1976
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
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All areas
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒
 STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: All levels
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Author
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Kay Davis
 Address Wisconsin Vocational Studies Center - Univ. of Wis.- ^{Madison} Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 W. Johnson Street, Madison, WI 53706
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Publication describes the following disabilities: (1) Amputation, (2) Monoplegia, (3) Hemoplegia, (4) Triplegia, (5) Quadraplegia, and (6) Paralegia. Attention is focused on the problems faced by individuals with these disabilities and suggestions of ways and means in which vocational teachers can help them in a learning situation.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material It's about time Physical Disabilities came Out in the Open: Part II
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other ☐	
	<u>All Areas</u>	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☐
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: All Levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Author
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Kay Davis
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 W. Johnson Street-Madison, WI 53706
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Publication describes the following disabilities: (1) Cerebral Palsy, (2) Multiple Sclerosis, (3) Muscular Dystrophy, (4) Spina Bifida. Attention is focused on the limitations faced by individual with these disabilities which restrict mobility
Suggestions are presented on ways and means in which vocational teachers can help such individuals in a learning situation.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material It's About Time Physical Disabilities Came Out In the Open: Part I
2. Date Material was completed 1977
3. Type of material:
- | | | | | |
|--|---|---|---|---|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☒ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |
4. Discipline Area:
- | | | |
|---|--|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☐ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☐ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other _____ | |
| | <u>All areas</u> | |
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped
6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Author
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Kay Davis
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Wisconsin Vocational Studies Center, University of Wisconsin
Madison, 964 Educational Science Building, 1025 W. Johnson Street, Madison, WI 53706
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Publication describes the following disabilities: (1) Aphasia, (2) Cystic Fibrosis, and (3) Epilepsy. Attention is focused on the limitations faced by individual with these disabilities and suggestions are given as to how vocational teachers can help them in a learning situation.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Materials and Aids for the Blind
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☒ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ ☒ Other <u>Across the Board for</u> <u>Blind Students</u>	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
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5. INTENDED FOR USE BY: _____ Student _____ Teacher X Administrator
 STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped (Blind)
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Mavis C. Sparks and Albert Kennedy
 Address University of Kentucky, Lexington, KY Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☒ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Curriculum Development Center, University of Kentucky,
151 Taylor Education Building, Lexington, KY 40506
(available for Kentucky teachers only)
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A listing and description of aids, appliances, tests and other materials used
for instructing the blind. Materials can be borrowed for up to 6 weeks on a
free loan basis except for 16 mm film, Kentucky teachers only.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Physically Handicapped: Adaptive Devices
2. Date Material was completed Summer, 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Adaptive devices for the</u> <u>physically handicapped</u> _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Armin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
	<u>General living skills</u>	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: all
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Information taken from the NIMIS data base
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Same as source
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Information Services, National Center, Educational Media
and Materials for the Handicapped, Ohio State University, Columbus, OH 43210
(614) 422-7596
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This bibliography was produced by searching the approximately 36,000 abstracts in
NIMIS. Those with the appropriate descriptor were isolated. The abstracts are
representative of materials in the data base.

TRAINABLE MENTALLY RETARDED

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Curriculum Guide for Teachers of Trainable Mentally Retarded Children
2. Date Material was completed 1972
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Potentially applicable</u> <u>to all discipline areas -</u> <u>Diagnosis and education</u> <u>of TMR children.</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☒	
Health ☐	Vocational Education (Teacher Edu.) ☒	
Home Economics ☐	Other _____	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (Trainable Mentally Retarded Children)
6. Grade level: all levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authorship by staff members of Div. of Exceptional Children
(Author(s), committee, etc.)
8. Validation procedure(s) used: Review by practitioners in field
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Staff of Division for Exceptional Children
Address North Carolina Dept. of Public Instruction Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Division for Exceptional Children
NC Dept. of Public Instruction
Education Bldg., Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
(8 1/2 x 11", stapled; 68 p.) Defining the TMR as those persons whose disabilities are such that they are incapable of performance in EMR programs but who nevertheless are capable of profiting from training in social and simple job or vocational skills, this teacher's guide presents the requirement for a program that will prepare TMR

Continued

pupils for participation in a sheltered workshop program, employment in a sheltered environment, living at home, or possible placement in an institution if provisions cannot be made for accommodations in home or community. It emphasizes the heterogeneity of the TMR group, with widely varied characteristics of individuals and stresses that preconceived ideas of children's feelings or functioning have no place in today's education. Midsection consists of a 21-page chart describing performance, mental age, achievement and possible skill levels for the primary, intermediate, and secondary programs. Other topics include recreational possibilities, mobility training, emphasis on audiovisuals for TMRs, field trips, evaluation procedures and instruments, and a form for a child profile. Appendix includes weight/growth charts, progress report form, special equipment and supplies for each level, and bibliography.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Handbook for Teacher Aides in Classes for Trainable Mentally Retarded Children
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>handbook</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Content potentially</u> <u>applicable to all dis-</u> <u>cipline areas</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☒	
Health ☐	Vocational Education (Teacher Edu.) ☒	
Home Economics ☐	Other _____ ☐	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator ☒ Teacher aides
- STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped
6. Grade level: all levels (Trainable Mentally retarded)
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authored by state staff members
(Author(s), committee, etc.)
8. Validation procedure(s) used: Review by practitioners in field
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Division for Exceptional Children, NC Dept. of Public Instruction
Address See Source below. Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Division of Exceptional Children, N.C. Dept. of Public Instruction, Education Building, Raleigh, NC 27611
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", stapled, paperback; 74 pages). Affirming the value of aides in various phases of classroom work and also in assisting the teacher in diagnostic, recordkeeping, and observational procedures, the authors set forth the basic philosophy of serving the educational needs of the TMR. Relating to children, the teacher, and parents is

Continued

discussed. Assessment and intervention techniques are considered, as well as the concept of prescriptive and diagnostic individualized teaching. Attention is given to the special needs of the TMR for affection and success experience. An example of a teacher aide's activities on one day is offered, as are lesson or work plans for individual students listing subject area, time, and goals for that period of time. Use of observations, records, folders and bulletin boards as tools in evaluation is described, and a list of questions to ask parents is included.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Supplement to Curriculum Guide for Teachers of TMR Children

2. Date Material was completed Sept., 1975

3. Type of material:

evaluation instruments ☒	teaching guide ☐	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped TMR

6. Grade level: 1-14

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Staff of DEC-NCDPI

(Author(s), committee, etc.)

8. Validation procedure(s) used: Review by practitioners in field

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Division of Exceptional Children, NC Dept. of Public Instruction

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address): Division of Information and Publications

State Department of Public Instruction, Education Building, Raleigh, NC 27611

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Standard format guide describes activities with which TMR students can be expected to experience success and which will contribute to their preparation for self-maintenance, mobility, and employment in simple jobs. Skill development activities are listed in the following areas: gardening and horticulture, housekeeping,

Continued

furniture refinishing, measurement concepts, arts and crafts, vocabulary, woodworking, sewing, mobility. Appendixes offer lists of sources for supplies and materials, checklist for TMR skills, directions on refinishing furniture using penetrating seals, specific skills that could be mastered at various levels, job training following suggestions for pre-vocational program, checklist for janitorial services, and audiovisual materials.

ASSESSMENT

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Producer Identification Number _____ (State) _____ (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☒	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
	<u>Assessment for all</u>	
	<u>handicaps</u>	
5. INTENDED FOR USE BY: _____ Student _____ Teacher X Administrator
STUDENT TYPE: _____ Regular X Disadvantaged X Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 adult, etc.)
7. Development procedure(s): By Albright, Fabac and Evans, Wentling
(Author(s), committee, etc.)
8. Validation procedure(s) used: Field-tested at secondary level.
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Special Needs Identification and Assessment Project
Address _____ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Bureau of Educational Research
University of Illinois
Urbana-Champaign, Illinois
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A resource package containing a series of nine guides which relate to the identification and assessment of students with special needs enrolled in vocational education programs. Purpose of the guides is to serve as aids for vocational education and special education personnel who are involved in preparing, implementing and evaluating individualized vocational education programs for special needs students. Should be useful in planning workshops.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Basic Educational Skills Inventory (BESI) - Reading and Mathematics

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☒	teaching guide ☒	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☒
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____ ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped

6. Grade level: 1-14
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Winch Research Staff

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). B. L. Winch and Associates, 45 Hitching Post Drive,
Building 20, Rolling Hills Estates, CA 90274

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Using the task analysis approach, this system is nonstandardized criterion referenced.
Pupil scoring booklet instantly tells specific skill deficit and provides summary of
performance for each activity; profile charts show pre/post performance graphically.
Simple enough to be administered by aides, it can be administered to individuals or

Continued

small groups. It taps the oral, gestural, and graphic modes, in 33 major activity areas for reading, 30 areas for math. It is cross-referenced to the Winch PMRS (Prescriptive Materials Retrieval System) to help locate proper materials for remediation. Information is useful for IEP development to meet requirements of P. L. 94-142.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Guidelines for Establishing a Vocational Assessment System for the
Special Needs Student
2. Date Material was completed April, 1978
3. Type of material:

evaluation instruments ☒	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: Student Teacher ☒ Administrator
STUDENT TYPE: Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 6-9
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authors
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) J. L. Scelfo and J. J. Micali
Vocational-Technical Curriculum Laboratory
Address Rutgers University - Kilmer Campus, New Brunswick, NJ Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Vocational-Technical Curriculum Laboratory
Rutgers University - Kilmer Campus
New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This manual attempts to bridge the gap between vocational rehabilitation and
career education. It discusses a system for evaluative process for the educator.
Five evaluation systems are analyzed. Directions for setting up, staffing, and
operating the unit are outlined.

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Identifying Handicapped Students and Their Vocational Need for 1977-1982

2. Date Material was completed 1977

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☒	<u>research</u> ☐		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

report

Content within Discipline Area:

all areas

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒

STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped

6. Grade level: all levels

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Marion E. Franken

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Wisconsin Vocational Studies Center, 964 Educational Science Building, 1025 West Johnson Street, Madison, WI 53706

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

A report on a study designed to determine the profiles and to define the needs of handicapped children and young adults as they prepare for their roles in what will hopefully be a more humane, concerned and empathetic society.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Review of Systems That Impact on Identification and Selection of EMRs and Slow Learners for Vocational Programs
2. Date Material was completed May, 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Evaluation Systems</u> _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Handicapped</u> ☐	

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☒ Administrator
STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☐ Handicapped
6. Grade level: 6-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Authors
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) E. L. Thomas, L. E. Kemp, C. W. Callaway, J. F. Shill
Address Drawer DX, Mississippi State, MS Zip Code 39762
10. Availability: ☒ For sale at \$ 4.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Research and Curriculum Unit, Mississippi State University, Drawer DX, Mississippi State, MS 39762
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Material designed to assist the reader in becoming knowledgeable of: criteria used in lieu of I.Q. Tests to aid EMRs and slow learners; commercially available materials; work samples and studies to use in "custom building" inexpensive identification and selection models; and methods and tools.

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Education Readiness Test (VERT)
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☒	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>manual</u> ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Auto Mechanics</u>
Career Education ☐	Technical Education ☐	<u>Basic Wiring</u>
Cooperative Education ☐	Trade and Industrial Education ☒	<u>Carpentry</u>
Distributive Education ☐	Vocational Education (general) ☐	<u>Masonry</u>
Guidance ☐	Vocational Education (Admin.) ☐	<u>Plumbing</u>
Health ☐	Vocational Education (Teacher Edu.) ☐	<u>Clothing</u>
Home Economics ☒	Other _____	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____
 STUDENT TYPE: ☒ Regular _____ Disadvantaged ☒ Handicapped (EMR)
6. Grade level: 9-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): On site observation of basic manipulative task; Task verification by Panel of Experts; then, Developed by research project staff writers with steering committee
 (Author(s), committee, etc.)
8. Validation procedure(s) used: Pilot test in Mississippi with "Regular" and "EMR" students
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Edward L. Thomas and Ronald J. Brownlee
 Address Same as Source (below) Zip Code _____
10. Availability: ☒ For sale at \$ 5.95 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☒ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Research and Curriculum Unit, Vocational-Technical Education
Drawer DX, Mississippi State University, Mississippi State, MS 39762
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
VERT was developed to provide pre-vocational instructors in the public schools with standardized procedures for assessing the vocational potential of secondary EMRs and subsequently writing IEPs based on the results. The User's Manual includes a description of the developmental procedures, used; instructions for administration

Continued

and scoring; the six tests; initial standardization data; test construction data; and directions and specification for kit construction. Each of the six sections in the manual is organized as follows: objectives; Tools and Equipment Needed; Test tasks instructions and pictures; and a scoring results sheet. Training of potential evaluators is available. Contact Source for additional information.

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WORK EXPERIENCE

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Annotated Bibliography of Prevocational - Vocational Materials for Students With Special Needs
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: Student ☒ Teacher ☐ Administrator ☐
 STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☐
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Minnesota State Department of Education, Division of Vocational-Technical Education
 Address Duluth, Minnesota Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Minnesota Instructional Materials Center
3300 Century Avenue, North
White Bear Lake, Minnesota 55110
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This bibliography is divided into the following sections: reading/language arts, math, survival skills, vocational education, and instructional resources. Each bibliographic entry includes information regarding the title of the material, author, publisher, copyright, cost, format, target population, key subject areas and description of the content. (103 pp.)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Communication Skills for Succeeding in the World of Work
2. Date Material was completed 1972
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☒ 8 mm films ☐ audiotapes (cas) ☒ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐	planning guide ☐ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☒ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☒ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>Communication skills</u> <u>development, employment-</u> <u>related; employment</u> <u>information, orientation;</u> <u>self-development, self-</u> <u>appraisal activities.</u>
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5. INTENDED FOR USE BY: X Student ☐ Teacher ☐ Administrator ☐
 STUDENT TYPE: ☐ Regular X Disadvantaged X Handicapped
6. Grade level: 9-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): developed by Job Placement Center, New Orleans Public Schools, 1968-72.
 (Author(s), committee, etc.) Job placement experience of graduates,
8. Validation procedure(s) used: systematic follow-up of employment experience.
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Dr. Alice R. Geoffray c/o McKnight Publishing Co., Box 2854
 Address Bloomington, IL Zip Code 61701
10. Availability: ☐ For sale at \$ \$50 per 4-cassette pkg. \$253.50 entire program w. game per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). McKnight Publishing Co., P.O. Box 2854, Bloomington, IL
61701
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The author/producer, coordinator of New Orleans' Job Placement Center for Students, chose a listening approach because employer complaints indicate that failing to listen to and understand directions is one of the main problems with beginning workers. Primarily designed for disadvantaged or linguistically handicapped

Continued

youth unfamiliar with the usages of standard English, these cassette packages are suitable for any students who need to sharpen their communication skills. A wide variety of male and female voices from diverse cultural backgrounds is employed in dramatizations of right/wrong way situations. Related Sender-Receiver Communication game shows how different people may interpret the same directions differently.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Developmental Occupational Series: Hospitality and Recreation Occupations

2. Date Material was completed 1975

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☒	Vocational Education (general) ☐
Guidance ☒	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____ ☐

Content within Discipline Area:
Hospitality and Recreation

5. INTENDED FOR USE BY: _____ Student X Teacher _____ Administrator

STUDENT TYPE: _____ Regular X Disadvantaged X Handicapped

6. Grade level: Secondary

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Developed by classroom teachers

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Judith Delaney and Mavis C. Sparks

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Curriculum Development Center, University of Kentucky, Lexington, KY

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This publication contains lesson plans in the area of hospitality and recreation. Also included are resource lists, teacher information sheets, student materials, and poster ideas.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Entering the World of Work
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☒	textbooks ☒	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	answer key ☒		
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☒ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Vocational education</u> <u>for the handicapped</u>	Content within Discipline Area: <u>Low reading level (2.5-3.5)</u> <u>High interest level</u> <u>Occupational information</u> <u>Self-appraisal and</u> <u>Self-development activities</u>
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5. INTENDED FOR USE BY: ☒ Student ☒ Teacher ☐ Administrator
 STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 9-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Grady Kimbrell and Ben S. Vineyard
 Address McKnight Publishing Co., P.O. Box 2854, Bloomington, IL Zip Code 61701
\$ 9.48-textbook; \$ 2.47-activity book
10. Availability: ☐ For sale at \$ 10.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). McKnight Publishing Co., address above (9)
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Three publications--hardback text, activity book, activities answer key--designed for special needs students, with high interest level but low reading level (rated at 2.5-3.5 grade level by experts using Spache formula); avoids talking down to students--content is suitable for high-school age. Direct and specific language,

Continued

with short sentences and no words hyphenated line-to-line, is used repetitively to reinforce cognitive material without redundancy. Type is large enough for visually handicapped, but appearance of elementary book is avoided. Sex and racial stereotyping is carefully avoided. Sample topics of single-page concept presentation include finding, applying for, interviewing for, and starting in a job; getting along with employers and co-workers; safety; managing your money; living on your own; public services. By authors of Succeeding in the World of Work series.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Finding Your Job - Monographs and Workbooks
2. Date Material was completed 1974
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☒	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Job monographs; vocabulary</u> <u>building; orientation to</u> <u>employment procedures;</u> <u>practice activities</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Occupational</u>	
	<u>information</u>	
5. INTENDED FOR USE BY: ☒ Student ☐ Teacher ☐ Administrator
STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 9-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Yvette Dogin, Coordinator, Special Ed., Hempstead (NY) H. S.
Address The Finney Co., 3350 Gorham Ave., Minneapolis, MN Zip Code 55426
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). _____
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed for use with junior/senior high age classes of educable mentally retarded, slow learners, or culturally handicapped students, these six units each have five volumes containing 12 4-page monographs, each providing pertinent information about a different. An index of all 360 job titles in the series is included in each

Continued

unit. Each monograph lists suitable films. The workbooks complement and amplify each aspect of the monographs. Language used in the monographs and workbooks is suitable for EMR pupils, type is quite bold and easy to read. Detailed line drawings of job situations, simple computations, and simple forms are included. A simple glossary of words likely to be encountered in applying for jobs is a useful feature, as are the tear-out worksheets.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Help Yourself to a Job
2. Date Material was completed _____
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☒	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Employability skills -</u> <u>content may be applicable in</u> <u>several disciplines</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☒	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	
5. INTENDED FOR USE BY: ☒ Student _____ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (EMR, slow learners, reading handicapped)
6. Grade level: 7-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Compilation by practitioners
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Yvette Dogin, Coordinator of Special Education
Address Hempstead High School, NY Zip Code _____
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). The Finney Company
3350 Gorham Avenue
Minneapolis, MN 55426
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11", paperbound, saddlestitched; 80 pages. Two workbooks (Parts I and II) with bold print, short sentences, for EMR, slow learners, or reading handicapped students. Tear-out worksheets describe skills and attitudes needed for employability. Line drawings illustrate occupations open to slow learners and EMR students. Included

Continued

are various forms that may be encountered by employees, terminology they will have to understand in job situations. Use of want ads, telephone book yellow pages, letters of application, employer ratings are discussed in terms understandable to EMR and slow learners.

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material SP-243 A Handbook for Employment Orientation Teachers of Special needs students
 2. Date Material was completed 1973

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☒
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

Employment Orientation

5. INTENDED FOR USE BY: _____ Student ☒ Teacher ☒ Administrator ☒
 STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (EMR)

6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Theodore J. Gershen, Burlington County Vocational H. S., Mt. Holly, N.J. and an advisory committee.
 (Author(s), committee, etc.)

8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) State of New Jersey, Department of Education, Div. of Voc. Ed.
 Address Trenton, NJ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Vocational-Technical Curriculum Laboratory
Rutgers - The State University, Building 4103
Kilmer Campus - New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Information pertinent to those in education whose interest lies in the "handicapped" rather than "disadvantaged" side of Special Needs programs. Covers areas of Employment Orientation such natures and needs of the handicapped, career and program development and methods of teaching the Handicapped Child.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Special Applications, Work Evaluation Techniques...Employability of IMR
2. Date Material was completed 1974
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐	planning guide ☐ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☐ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☒ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	<u>Vocational rehabilitation</u>
--	---	----------------------------------

Content within Discipline Area:
Research objectives
Definitions, terminology
Use of standard tests
Use of work samples
Use of rating scales
Test batteries
5. INTENDED FOR USE BY: X Counselors X Teacher X Administrator
 STUDENT TYPE: Regular Disadvantaged X Handicapped
6. Grade level: All levels
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Research into literature, research reports, test evaluation
 (Author(s), committee, etc.)
8. Validation procedure(s) used: Appraisal of results in terms of accepted service standards
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) William J. Timmerman & Allan C. Doctor, Quadco Rehabilitation Center, Inc., Stryker, Ohio, for Ohio Department of Mental Health
10. Availability: ☐ For sale at \$ 2.50 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No.)
☐ Loan copy available. ☐ Microfiche copy available per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Materials Development Center, Stout Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 89 pages. Few standardized tests are of much use in determining the employment potential of trainable mentally retarded individuals, the authors find, since they are not sufficiently discriminating or differentiating at this intelligence level. There are numerous simple jobs, some rather demanding, that can

Continued

be undertaken successfully by trainables who are carefully evaluated, but most methods and techniques in existence at the time this report was produced are not well validated and are too subjective, the authors maintain. This competent critique of assessment procedures for trainable retarded pupils contains caveats and suggestions that should also prove stimulating to educators concerned with evaluation of the educable mentally retarded. The reader is especially warned about "systems" that promise more than they can deliver in accurately evaluating TMRs.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Education-Work Experience Programs for Handicapped Students
2. Date Material was completed 1977
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>Teacher-</u> ☐		
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Coordinator Handbook ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☒		<u>Work-experience programs</u>
Career Education ☐	Technical Education ☐		
Cooperative Education ☐	Trade and Industrial Education ☐		
Distributive Education ☐	Vocational Education (general) ☐		
Guidance ☐	Vocational Education (Admin.) ☐		
Health ☐	Vocational Education (Teacher Edu.) ☐		
Home Economics ☐	Other ☐		
5. INTENDED FOR USE BY: Student ☐ X Teacher ☐ Administrator ☐
STUDENT TYPE: Regular ☐ Disadvantaged ☐ X Handicapped ☐
6. Grade level: 8, 9, 10, 11, 12, 13, 14
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 adult, etc.)
7. Development procedure(s): Prepared through the Minnesota Instructional Materials Center by Lyndon Hagestuen, et.al.
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Minnesota Dept. of Educ., Vocational-Technical Division
Address _____ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Minnesota Instructional Materials Center, 3300 Century Avenue, N., White Bear Lake, Minnesota 55110
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A handbook is intended to assist the teacher-coordinator responsible for the Vocational Education Work Experience program for handicapped students. Includes sections on descriptions of programs, guidelines, responsibilities, etc. (84 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Education Work Experience Programs for Students With Special Needs

2. Date Material was completed _____

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☒	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular _____ Disadvantaged _____ Handicapped _____

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Committee
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Engel, Fields, Moesen, Gorsky, Haskins, Henderlite and Kasma
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfilm copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Minnesota Instructional Materials Center
3300 Century Avenue, North
White Bear Lake, Minnesota 55110

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This publication provides the teacher-coordinator with a resource to facilitate curriculum planning. It consists of two sections: (1) a topical outline and (2) a bibliography.

Producer Identification Number NC CDU 3-79-47
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Evaluation & Work Adjustment Services in Vocational Rehabilitation
2. Date Material was completed 1972
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐		training guide ☐	
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Definitions & terminology</u>
Career Education ☐	Technical Education ☐	<u>Process relationships</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>Vocational evaluation</u>
Distributive Education ☐	Vocational Education (general) ☐	<u>Work adjustment</u>
Guidance ☐	Vocational Education (Admin.) ☐	<u>Personnel roles</u>
Health ☐	Vocational Education (Teacher Edu.) ☐	<u>Process standards</u>
Home Economics ☐	Other ☐	
	<u>Vocational rehabilitation</u>	
5. INTENDED FOR USE BY: ☒ Counselor ☐ Teacher ☒ Administrator
STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: 9 - post-secondary
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Report from Study Group to Tenth Institute on Rehabilitation Services, Minneapolis, May 1972 (49 members)
(Author(s), committee, etc.)
8. Validation procedure(s) used: Review by practitioners in various localities
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) David L. Mills, Des Moines, Iowa, et al
Address _____ Zip Code _____
10. Availability: ☐ For sale at \$ 2.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Materials Development Center, Dept. of Rehabilitation & Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 92 pages. An extension and expansion of the original Guidelines produced by the study group for the Fourth Institute on Rehabilitation Services. This report of the study groups for the Tenth Institute includes the work adjustment phases and is "presented from the perspective of the vocational

Continued

rehabilitation counselor" rather than from the administrative standpoint. It carefully delineates the relationships between the vocational evaluation and work adjustment processes, the types of reports required, the roles of staff personnel, mutual responsibilities, and cost considerations, and it offers a much expanded list of definitions. Checklists for vocational evaluation and work adjustment contain ideas applicable in vocational education efforts to accommodate handicapped students.

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Vocational Opportunities
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☒	<u>Employment opportunities</u>
Career Education ☐	Technical Education ☐	<u>Anti-barrier strategies</u>
Cooperative Education ☐	Trade and Industrial Education ☐	<u>Job success strategies</u>
Distributive Education ☐	Vocational Education (general) ☐	<u>Types of barriers</u>
Guidance ☐	Vocational Education (Admin.) ☐	<u>Individual assessment</u>
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	
5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Guidance personnel
STUDENT TYPE: Regular ☐ Disadvantaged ☒ Handicapped
6. Grade level: 9-12, Post-12
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): _____
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Paul F. Cook, Peter R. Dahl, Margaret Ann Gale
Address Olympus Publishing Co. (address below) Zip Code _____
10. Availability: ☐ For sale at \$ 7.95 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Olympus Publishing Co.
1670 East Thirteenth St. South, Salt Lake City, Utah 84105
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized: Continue on back of this sheet or on another sheet, if necessary.)
Since planning realistic individual vocational education programs for the handicapped must be tied to possible appropriate employment, this book could be a key factor in the process. It describes a wide variety of jobs in which handicapped individuals have been successfully employed and discusses various

Continued

strategies for overcoming barriers that the handicapped may face in preparing for employment, getting a job, and succeeding in their chosen field of work. Particular attention is given to suggestions on how to overcome attitudinal and communication barriers. 165 pages

Producer Identification Number NC CDU 3-79-49
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Work Evaluation and Adjustment - An Annotated Bibliography 1947-77
2. Date Material was completed 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☒	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Research reports</u> <u>Journal articles</u> <u>Guidelines & standards</u> <u>Evaluation strategies</u> <u>Behavioral theory</u> <u>Program reports</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other <u>Vocational rehabilitation</u> ☐	
	<u>articles & publications</u>	
5. INTENDED FOR USE BY: X Counselor X Teacher X Administrator
STUDENT TYPE: Regular Disadvantaged X Handicapped
6. Grade level: All levels
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Compilation of eight annual bibliographies with author, subject and keyword-out-of-context indexes.
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Ronald R. Fry, editor, for Materials Development Center,
Address Stout Vocational Rehabilitation Institute (address below) Zip Code _____
10. Availability: ☐ For sale at \$ 3.00 per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin-Stout, Menomonie, Wisconsin 54751
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Paperbound - 184 pages. This compilation of annual bibliographies issued by the federally-designated center for information on vocational rehabilitation services incorporates 1,296 annotations covering the years 1947 through 1977. While mainly intended for use by vocational rehabilitation staff, this comprehensive

Continued

listing, extremely well indexed, should prove most helpful to vocational educators concerned with familiarizing themselves with standard vocational rehabilitation terminology, techniques and services, and with the many tools and methods for individual psychological evaluation, prescription, and employment opportunities for various types of handicapped people. It is strictly a bibliography, listing only printed items.

BUSINESS AND OFFICE

279

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Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Basic Business, A Teacher's Guide to an Employment Orientation course for Special Needs Students (SP-386)
2. Date Material was completed December, 1976

3. Type of material:
- | | | | | |
|---|--|---|---|---|
| evaluation instruments ☐ | teaching guide ☒ | curriculum guide ☐ | planning guide ☐ | student material ☐ |
| supplementary references ☐ | workbooks ☐ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |

4. Discipline Area:
- | | | |
|---|--|--|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area:

_____ |
| Business and Office Education ☒ | Job Placement ☐ | |
| Career Education ☐ | Technical Education ☐ | |
| Cooperative Education ☐ | Trade and Industrial Education ☐ | |
| Distributive Education ☐ | Vocational Education (general) ☐ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other ☐ | |
| | | |
| | | |

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped ☒

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Developed by local instructors at local level
(Author(s), committee, etc.) Francine Grubb, Gloucester County Vo-Tech School
Sewell, NJ

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) State of New Jersey, Department of Education, Division of Vocational Education
Address Trenton, New Jersey Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Vocational-Technical Curriculum Laboratory
Rutgers - The State University, Bldg. 4103, Kilmer Campus
New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed for the Employment Orientation program at Gloucester County Vo-Tech
School. Objective is to work with students in 3 hr. time slots - and then
mainstream into the regular program the following year. Curriculum includes
daily lesson plans, objectives, a.v. aids, demonstrations evaluation measures,

Continued

etc. Math Program accompanies these units. Some areas covered are: using the calculator, typewriter and other office machines, typing a personal letter, cash register and several other areas. (63 pages)

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Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Introduction to Office Occupations
2. Date Material was completed August, 1974
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☒	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	
5. INTENDED FOR USE BY: ☒ Student _____ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) adult, etc.)
7. Development procedure(s): Carol M. Troutman (Camden County, Vocational and Technical Schools, Sicklerville, NJ)
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Dept. of Education, Div. of Voc. Ed.
Address Trenton, NJ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address) Vocational-Technical Curriculum Lab., The State University - Rutgers, Building 4103 - Kilmer Campus, New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This student workbook was developed for use with beginning students in the area of business occupations. There are two sections: Introduction to Office Occupations and What Does It Take To Be An Office-Clerical Worker? The material covers the various occupations in the office-clerical area, specific job duties,

Continued

and education, training and personal qualities necessary for employment. This material would be beneficial as a supplement to classroom instruction and/or as a resource material for remedial instruction. (27 pages)

HOME ECONOMICS

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Consumer and Homemaking and Related Occupations
2. Date Material was completed September, 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Exploring Consumer and</u> <u>homemaking - related occu-</u> <u>pations. Career Education</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other ☐	
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☐ Administrator
STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 10
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Workshop of experienced vocational teachers.
(Author(s), committee, etc.)
8. Validation procedure(s) used: Panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Mrs. Ernestine Scott, Mavis C. Sparks
Address Bureau of Vocational Ed. SDE, Frankfort, KY Zip Code 40601
10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Curriculum Development Center, Department of Vocational Education, 151 Taylor Education Building, University of Kentucky, Lexington, KY 40506.
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
To provide the student the opportunity to explore possibilities for employment in this job cluster and to perform some life management skills. Organized into five major concepts with supporting concepts for each. Lists performance objectives for each major concept. Lists teaching, learning, evaluation strategies for each major

Continued

concept, and differentiating the strategies for the disadvantaged and the handicapped. Also lists resources for all strategies.

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Consumer and Homemaking Occupations - Learning Packages

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Learning packages for:</u> <u>child care, nutrients,</u> <u>tools to help you sew,</u> <u>Use of pattern envelope</u> <u>(male and female), Using</u> <u>tape measure (metric & customary)</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other ☐	

5. INTENDED FOR USE BY: ☒ Student ☐ Teacher ☐ Administrator

STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped

6. Grade level: 10
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Workshop of Experienced Teachers
(Author(s), committee, etc.)

8. Validation procedure(s) used: Panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Curriculum Development Center, University of Kentucky,
Address Lexington, KY Zip Code 40506

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Resource Center for S.V.E. Teachers, Curriculum
Development Center - University of Kentucky, Lexington, KY 40506

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
A series of learning packages for student use. Self-instructional for students
with teacher information sheets for each learning package. Learning packages are
(1) Child Care, (2) Natural & Man-Made Fibers, (3) Nutrients and the Basic Four,
(4) Tools to Help You Sew, (5) Use of the Pattern Envelope - Female, (6) Use of

Continued

the Pattern Envelope - Male, (7) Using a Tape Measure, Metric System, (8)
Using a Tape Measure, U.S. Customary System.

Producer Identification Number KY
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Consumer and Homemaking Occupations - Supplemental Material
2. Date Material was completed April, 1978
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☒	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Exploring Careers in</u> <u>Consumer and homemaking-</u> <u>related occupations</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other ☐	
5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☐ Administrator
STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped
6. Grade level: 10
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Workshop of experienced vocational teachers
(Author(s), committee, etc.)
8. Validation procedure(s) used: Panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Curriculum Development Center, University of Kentucky
Address Lexington, KY Zip Code 40506
10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address) Resource Center for S. V. E. Teachers, Curriculum Development Center - University of Kentucky - Lexington, KY 40506
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Is coordinated with "Consumer and Homemaking and Related Occupations" Unit.
Provides many examples of bulletin boards, games, and student materials that are
keyed to major concepts and activities in the unit "Consumer and Homemaking and
Related Occupations."

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Cooking - At Home or On The Job
2. Date Material was completed August, 1974
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Cooking</u> _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other _____ ☐	
5. INTENDED FOR USE BY: ☒ Student _____ Teacher _____ Administrator _____
STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped ☐ EMR (EMH)
Slow learner
Learning Disability
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Developed at local level by instructors - Carol Troutman
(Author(s), committee, etc.) Camden County Vocational and Technical Schools
Sicklerville, New Jersey
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Dept. of Education, Div. of Voc. Ed.,
Address Trenton, New Jersey Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, New Jersey
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed as a student workbook. Good for supplementary materials. May be used by teacher as source of duplication for development of skills. Some technical terminology would need to be clarified. Eight areas included are Dictionary of cooking terms, what does food mean (nutrition), smart buying, wise storing, substitution time tables and terms for cooking meat and fish, preparation of vegetables and recipes. (130 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Handbook for Vocational Education for the Handicapped
2. Date Material was completed July 1978
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	curriculum guide ☐ textbooks ☐ 16 mm films ☐ transparencies ☐	planning guide ☒ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☐ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☒ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☐ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other <u>Vocational Education</u> ☐	Content within Discipline Area: <u>Federal laws applicable</u> <u>Program criteria</u> <u>Teacher criteria</u> <u>Facilities and equipment</u> <u>Student selection</u> <u>Program management</u>
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5. INTENDED FOR USE BY: Student ☒ Teacher ☒ Administrator ☒
 STUDENT TYPE: Regular ☐ Disadvantaged ☐ Handicapped ☒
6. Grade level: 9-12
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Staff, Home Economics Materials Center, Texas Tech U., Lubbock
 (Author(s), committee, etc.)
8. Validation procedure(s) used: Not described
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) Home Economics Instructional Materials Center, Texas Tech Univ.
 Address P.O. Box 4067, Lubbock, Texas Zip Code 79409
10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address). Same as (9) above.
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
8 1/2 x 11," looseleaf; heavy paper covers. Designed especially for teachers
of VEH programs in Texas, this handbook applies to all program areas. VEH is
intended for students with exceptional handicaps who cannot succeed in regular
vocational classes, but the final chapter has guidelines for and benefits of

Continued

mainstreaming listed. Importance of VEH students' participating in student organizations is emphasized. Excellent summary of legislation and lists of resources and references are primary features; others are student record forms, sample test items, rating scales, student eligibility criteria, managing student behavior, instructional techniques, public relations methods, and the role of counseling and guidance. 139 pages

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CURRICULUM MATERIAL ABSTRACT

1. Title of Material Home Economics and the Exceptional Student
2. Date Material was completed April, 1976
3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: _____ _____ _____ _____ _____ _____
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☐	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☒	Other ☐ _____	
5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator
 STUDENT TYPE: _____ Regular _____ Disadvantaged ☒ Handicapped (Mentally Retarded)
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): Developed in a workshop of teachers in 6 sessions.
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) New Jersey Dept. of Education (Michele L. Feilly - Workshop Dir.)
 Address Dept. of Home Ec., Montclair State College, Upper Zip Code _____
Montclair, NJ
10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address): Curriculum Laboratory, Rutgers University, Building 4103
Kilmer Campus, New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
To help home economics teachers understand the mentally retarded student, identify appropriate home economics and consumer concepts, develop curriculum based on student needs and adapt existing materials. Gives curriculum suggestions that are outlined with: concept, condition, desired outcomes and input. Also lists resources for teacher and student use.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Teaching Home Economics to Special Students

2. Date Material was completed 1976

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☐
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☒	Other ☐

Content within Discipline Area:

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped _____

6. Grade level: _____

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Dewey, Margaret

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____

Address _____ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address): J. Weston Walch, Pub.

Portland, Maine 04104

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This guidebook was developed to help home economics teachers in modifying course material to meet the needs of students with special needs. Content areas include: personal adjustment, health and safety, food, clothing, sex education, consumer education, money management, housing, home care and family care. Suggested activities are included at the end of each content area as well as resources and references. (152 pp.)

TRADE AND INDUSTRY

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Auto Body - An Adoptive and Developmental Program For Special Needs Students

2. Date Material was completed October, 1975

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☒
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other ☐

Content within Discipline Area:

Auto Body

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ Handicapped

6. Grade level: 10-12

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Author

(Author(s), committee, etc.)

8. Validation procedure(s) used: _____

(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Thomas DiTaranto

Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☐ One copy per state available free.

☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)

☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent

☐ Interlibrary loan

Source (Name and address). Curriculum Laboratory, Rutgers - The State University,
Building 4103, Kilmer Campus, New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

A teacher's guide for Auto Body vocational program. 38 pages

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Automobile Maintenance Reading and Language Activities (EN 357)
2. Date Material was completed 1976 (second printing 1978)

3. Type of material:
- | | | | | |
|---|---|---|---|--|
| evaluation instruments ☐ | teaching guide ☐ | curriculum guide ☐ | planning guide ☐ | student material ☒ |
| supplementary references ☐ | workbooks ☒ | textbooks ☐ | bibliographies ☐ | directories ☐ |
| videotapes ☐ | 8 mm films ☐ | 16 mm films ☐ | filmstrips ☐ | 2 x 2 slides ☐ |
| posters ☐ | audiotapes ☐ | transparencies ☐ | pictures ☐ | games ☐ |
| | records ☐ | | | |

4. Discipline Area:
- | | | |
|---|--|---------------------------------|
| Agricultural/Natural Resources ☐ | Industrial Arts ☐ | Content within Discipline Area: |
| Business and Office Education ☐ | Job Placement ☐ | <u>Automobile Mechanics</u> |
| Career Education ☐ | Technical Education ☐ | <u>Automobile Maintenance</u> |
| Cooperative Education ☐ | Trade and Industrial Education ☒ | |
| Distributive Education ☐ | Vocational Education (general) ☐ | |
| Guidance ☐ | Vocational Education (Admin.) ☐ | |
| Health ☐ | Vocational Education (Teacher Edu.) ☐ | |
| Home Economics ☐ | Other ☐ | |

5. INTENDED FOR USE BY: ☒ Student ☐ Teacher ☐ Administrator
STUDENT TYPE: ☐ Regular ☒ Disadvantaged ☒ Handicapped EMR
Slow Learner
Learning Disability

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): William A. Kressman, Neal Perkins (Berger County Vocational School, NJ)
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) State of New Jersey, Dept. of Ed., Div. of Voc. Ed.
Address Trenton, NJ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address): Vocational-Technical Curriculum Laboratory
Rutgers - The State University, Bldg. 4103
Kilmer Campus - New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
The workbook contains selected stories and accompanying activities designed for beginning students in the area of Auto Maintenance. Key words are identified for each unit in order that they may be reviewed prior to the stories and exercises. Selected topic areas include: auto shop safety, cleaning the

Continued

interior of a car, washing a car, polishing and waxing a car, changing the oil, changing the oil filter, lubricating the chassis and mounting a tire. This material would be beneficial as a supplement to classroom instruction and/or as a resource material for remedial instruction in the areas of basic skills, vocabulary development, reading comprehension and word usage. (61 pages)

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Automobile Maintenance Reading and Language Activities - Answer Key

2. Date Material was completed July, 1976

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	workbook ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area:
Business and Office Education ☐	Job Placement ☐	<u>Automobile Mechanics</u>
Career Education ☐	Technical Education ☐	<u>Automobile Maintenance</u>
Cooperative Education ☐	Trade and Industrial Education ☒	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator

STUDENT TYPE: _____ Regular ☒ Disadvantaged _____ ☒ Handicapped

6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): William A Kressman, Neal Perkins (Berger Co. Vocational
(Author(s), committee, etc.) N.J.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) State of New Jersey, Dept. of Ed., Div. of Voc. Ed.
Address Trenton, NJ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Vocational-Technical Curriculum Lab.
Rutgers-The State University, Building 4103
Kilmer Campus - New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Answer Key to Automobile Maintenance Reading and Language Activities student
Workbook. (20 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Building Maintenance Reading and Language Activities
2. Date Material was completed 1975 (second printing 1978) (EN 325)
3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☒
supplementary references ☐	workbooks ☒	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			
4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☒ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other ☐	Content within Discipline Area: <u>Building Maintenance</u>
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5. INTENDED FOR USE BY: ☒ Student ☐ Teacher ☐ Administrator
6. Grade level: _____
 (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)
7. Development procedure(s): William Kressman and Neal Perkins (Bergen County Vocational School, New Jersey)
 (Author(s), committee, etc.)
8. Validation procedure(s) used: _____
 (Jury or panel, interim tryout w/s. students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Department of Education, Div. of Voc. Ed.
 Address Trenton, NJ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
 Source (Name and address): Vocational-Technical Curriculum Laboratory
Rutgers - The State University, Bldg. 4103
Kilmer Campus - New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This workbook contains a series of short stories and accompanying activities designed for beginning students in building maintenance programs. Related vocabulary words are identified for each unit in order that they may be reviewed prior to the stories and exercises. Selected topic areas include: floor

Continued

buffing, dusting, vacuuming, wet mopping floors, and cleaning a lavatory. This material would be beneficial as a supplement to classroom instruction and/or as a resource material for remedial instruction in the areas of basic skills, vocabulary, reading comprehension and word usage. (62 pages)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Building Maintenance Reading and Language Activities - Answer Key (EN325A)

2. Date Material was completed 1975

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐	<u>workbook</u> ☒		

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐
Business and Office Education ☐	Job Placement ☐
Career Education ☐	Technical Education ☐
Cooperative Education ☐	Trade and Industrial Education ☒
Distributive Education ☐	Vocational Education (general) ☐
Guidance ☐	Vocational Education (Admin.) ☐
Health ☐	Vocational Education (Teacher Edu.) ☐
Home Economics ☐	Other _____ ☐

Content within Discipline Area:

Building Maintenance

5. INTENDED FOR USE BY: _____ Student ☒ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped _____

6. Grade level: _____

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): William A. Kressman (Bergen County Vocational School, NJ)
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) State of New Jersey, Dept. of Education, Div. of Voc. Ed.
Address Trenton, NJ Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address) Vocational-Technical Curriculum Laboratory
Rutgers - The State University
Building 4103 - Kilmer Campus
New Brunswick, NJ

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

Answer Key for Building Maintenance
Reading and Language Activities

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Curriculum Modification Models for the Handicapped in Construction Trades

2. Date Material was completed 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☒	curriculum guide ☐	planning guide ☒	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Construction Trades</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☒	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____	

5. INTENDED FOR USE BY: _____ Student X Teacher _____ Administrator

STUDENT TYPE: _____ Regular _____ Disadvantaged X Handicapped

6. Grade level: 9-14
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): Douglas H. Gill
(Author(s); committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) _____
Address _____ Zip Code _____

10. Availability: ☐ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Vocational Programs for the Handicapped
Georgia Southern College, Statesboro, GA

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This model describes a curriculum modification process that can individualize a vocational goal for handicapped student through a task analysis procedure. The process described in this material can be useful in developing the student's IEP.

Producer Identification Number _____
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Elementary Arc Welding Skills
2. Date Material was completed March, 1974
3. Type of material:

evaluation instruments ☐ supplementary references ☐ videotapes ☐ posters ☐	teaching guide ☐ workbooks ☐ 8 mm films ☐ audiotapes ☐ records ☐	☒ curriculum guide ☐ ☒ textbooks ☐ ☐ 16 mm films ☐ ☐ transparencies ☐ ☐ _____ ☐	planning guide ☐ bibliographies ☐ filmstrips ☐ pictures ☐	student material ☒ directories ☐ 2 x 2 slides ☐ games ☐
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4. Discipline Area:

Agricultural/Natural Resources ☐ Business and Office Education ☐ Career Education ☐ Cooperative Education ☐ Distributive Education ☐ Guidance ☐ Health ☐ Home Economics ☐	Industrial Arts ☐ Job Placement ☐ Technical Education ☐ Trade and Industrial Education ☒ Vocational Education (general) ☐ Vocational Education (Admin.) ☐ Vocational Education (Teacher Edu.) ☐ Other _____ ☐	Content within Discipline Area: <u>Arc Welding</u> _____ _____ _____ _____
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5. INTENDED FOR USE BY: ☒ Student ☒ Teacher _____ Administrator
- STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped ☐ Deaf ☐ Communication Impaired
6. Grade level: _____
(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 adult, etc.)
7. Development procedure(s): John Pierson (Marie H. Katzenbach, School for the Deaf, West Trenton, NJ)
(Author(s), committee, etc.)
8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)
9. Name(s) of Developer(s) State of New Jersey, Department of Education, Division of
Address Vocational Education, Trenton, NJ Zip Code _____
10. Availability: ☒ For sale at \$ _____ per unit. ☐ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan
Source (Name and address). Vocational-Technical Curriculum Laboratory, Rutgers -
The State University, Building 4103 - Kilmer Campus, New Brunswick, NJ
11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
This workbook was developed for use with deaf students in arc welding programs. However, it could be adapted for use with slow learners and other communication impaired individuals. Illustrations are widely used throughout the workbook and the reading level is kept as low as possible. Student quizzes are found at the

Continued

end of each section. Selected topic areas include: safety equipment, arc welding equipment, basic welding circuits, selecting the electric current and welding in various positions. (131 pp.)

3.5

Producer Identification Number _____

(State)

(Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material Metals Fabrication Mathematics

2. Date Material was completed 1972

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☐	planning guide ☐	student materials ☒
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Metals Fabrication Trades</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☒	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other _____ ☐	

5. INTENDED FOR USE BY: ☒ Student _____ Teacher _____ Administrator _____

STUDENT TYPE: _____ Regular ☒ Disadvantaged ☒ Handicapped

6. Grade level: 9-adult, etc.

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s): _____
(Author(s), committee, etc.)

8. Validation procedure(s) used: _____
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Roy Jorgenson Associates, Inc.

Address Gaithersburg, MD Zip Code _____

10. Availability: ☒ For sale at \$ _____ per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address). Office of Adult and Vocational Education, Georgia Dept. of Education, Atlanta, GA 30334 or Division of Vocational Education, College of Education, University of Georgia, Athens, GA.

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Material good for use in individualized instruction. The purpose of the material is to teach the mathematics needed in metals fabrication trades. The package includes text, workbook, progress tests, final exams. Covers addition, subtraction, multiplication, division, fractions, terms and symbols, ratios, angles, squares and

Continued

square roots and calculating typical problems.

Producer Identification Number GA
(State) (Number)

CURRICULUM MATERIAL ABSTRACT

1. Title of Material: RVI - Curriculum Supplement for Construction Trades, Carpentry

2. Date Material was completed Summer - 1978

3. Type of material:

evaluation instruments ☐	teaching guide ☐	curriculum guide ☒	planning guide ☐	student material ☐
supplementary references ☐	workbooks ☐	textbooks ☐	bibliographies ☐	directories ☐
videotapes ☐	8 mm films ☐	16 mm films ☐	filmstrips ☐	2 x 2 slides ☐
posters ☐	audiotapes ☐	transparencies ☐	pictures ☐	games ☐
	records ☐			

4. Discipline Area:

Agricultural/Natural Resources ☐	Industrial Arts ☐	Content within Discipline Area: <u>Measuring devices, layout</u> <u>devices, hand saws, power</u> <u>saws, drills and Augers,</u> <u>power tool safety, and driving</u> <u>tools.</u>
Business and Office Education ☐	Job Placement ☐	
Career Education ☐	Technical Education ☐	
Cooperative Education ☐	Trade and Industrial Education ☒	
Distributive Education ☐	Vocational Education (general) ☐	
Guidance ☐	Vocational Education (Admin.) ☐	
Health ☐	Vocational Education (Teacher Edu.) ☐	
Home Economics ☐	Other ☐	

5. INTENDED FOR USE BY: ☐ Student ☒ Teacher ☐ Administrator

STUDENT TYPE: ☐ Regular ☐ Disadvantaged ☒ Handicapped

6. Grade level: 10-12

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, adult, etc.)

7. Development procedure(s) Summer Staff Development Workshop
(Author(s), committee, etc.)

8. Validation procedure(s) used: Panel
(Jury or panel, interim tryout w/students to aid revision, field test of revised versions, etc.)

9. Name(s) of Developer(s) Douglas H. Gill, Project Coordinator
Address Georgia Southern College, Statesboro, GA Zip Code 30458

10. Availability: ☒ For sale at \$ N/A per unit. ☒ One copy per state available free.
☐ Free in limited numbers. ☐ Not available. ☐ In ERIC System. (No. _____)
☐ Loan copy available. ☐ Microfiche copy available _____ per set. ☐ For Rent
☐ Interlibrary loan

Source (Name and address): Vocational Curriculum Materials Center, University of Georgia, Athens, Georgia

11. GENERAL DESCRIPTION (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)
Designed to enable regular construction trades teachers and related vocational or special education support teachers to adequately assist handicapped students in regular construction trades programs. The materials consist of three parts: a task listing, learning plans for use by vocational instructors, and supplemental

Continued

learning plans for use by related vocational instructors or special education support teachers.

The task listing is composed of a short term objective, followed by instructional units and performance tasks. Learning plans and supplemental learning plans are developed for each task.

REFERENCES

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- Foster, June C., Project Director. Guidance, Counseling, and Support Services for High School Students with Physical Disabilities. Cambridge, MA: Technical Education Research Centers, Inc., 1977.
- Hallahan, Daniel P. and Kauffman, James M. Exceptional Children. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.
- Hobbs, Nicholas. National Project on the Classification of Exceptional Children.
- Renzulli, J. S. The enrichment trial model: A guide for developing defensible programs for the gifted and talented. Wethersfield, Conn.: Creative Learning Press, 1977.
- American Association on Mental Deficiency
- The National Advisory Commission on Handicapped Children
- P.L. 94-142, the Education for All Handicapped Children Act
- P.L. 94-482, The Educational Amendments of 1976